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ABSTRACT

This report compares estimates of selected data from the two components of the 1993 National Household Education Survey (NHES:93), the School Readiness (SR) survey and the School Safety and Discipline (SS&D) survey, with data from other surveys and published sources. The two different components cover a variety of topics related to education, and they include children and adolescents from age 3 through grade 12. As a result, comparisons are made from 12 national surveys from several government agencies. Observed differences are explored for the effects of differences in survey methodology, timing, definition, and question wording. Estimates from the NHES:93 SR survey for characteristics of early childhood educational experiences are, in many respects, quite similar to estimates from other surveys collecting similar data from similar populations. One of the primary reasons for the differences that do exist is the wording of survey questions. Timing of surveys, and definitions of ages also affect comparability. Findings from the SS&D component are also generally consistent with findings from other surveys. On issues where the wording is similar, the estimates tend to be similar. Appendix A contains summary descriptions of the survey data sets used for this report. (Contains 29 tables and 24 references.) (SLD)

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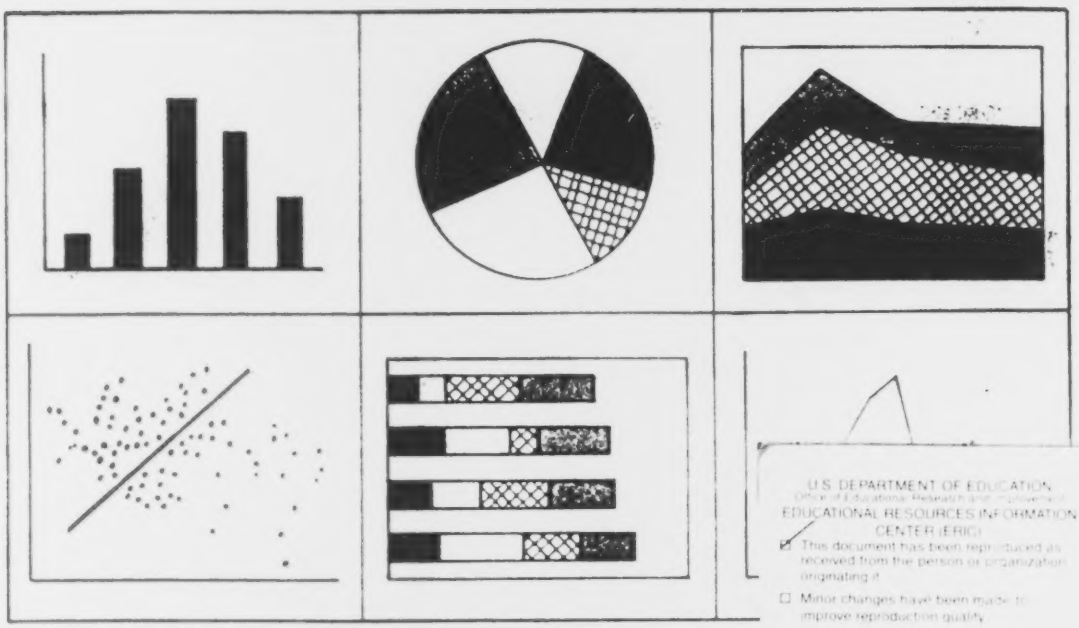

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Comparison of Estimates from the 1993 National Household Education Survey

Working Paper No. 97-34 October 1997

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Foreword

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Comparison of Estimates from the 1993 National Household Education Survey

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U.S. Department of Education
Office of Educational Research and Development
National Center for Education Statistics

October 1997

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Introduction

The purpose of this report is to compare estimates of selected data from the two components of the 1993 National Household Education Survey (NHES:93), School Readiness (SR) and School Safety and Discipline (SS&D), with data from other surveys and published sources. The two different components of the NHES:93 cover a wide variety of topics concerning education-related issues and include children and youth from age 3 through 12th grade. As a result, no single data source can be used to address all comparisons. The various data sources used for this comparative report were chosen because they included topical information and populations comparable to those in the NHES:93.

In this comparative process, the similarities and differences among the data sets are discussed, with particular emphasis on the NHES:93 estimates. Any observed differences between the NHES:93 estimates and those from the other surveys and sources are explored for the possible effects of differences in survey methodology, timing, definition, and question wording.

Data Sources Used for the Comparisons

Data from the following sources were used for comparison with the NHES:93 data:

- The 1992 October Education Supplement to the Current Population Survey (CPS:92);
- The 1990 October Education Supplement to the Current Population Survey (CPS:90);
- The 1992 Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, First Follow-Up;
- The 1991 National Health Interview Survey (NHIS:91);
- The 1991 National Household Education Survey (NHES:91);
- The 1990 Advance Report of Final Natality Statistics (Vital Statistics:90);
- The 1990 National Child Care Survey (NCCS:90);
- The 1989 National Crime Victimization Survey (NCVS:89) School Crime Supplement (SCS);
- The 1988 Monitoring the Future (MTF:88);
- The 1988 National Health Interview Survey Child Health Supplement (NHIS-CH:88);

- The 1988 National Education Longitudinal Study (NELS:88); and
- The 1988 Child Supplement to the National Longitudinal Survey of Youth (NLSY:88).

Appendix A contains summary descriptions of the survey data sets used for this report. Each description contains information about survey coverage, sample sizes, response or completion rates, method of survey administration, timing of the survey, and sponsorship. Both the SR and the SS&D sections of this report contain a brief discussion of the specific data sets used for comparison and the various issues pertinent to those comparisons with the NHES:93 data including sample sizes, method of survey administration, and timing of the survey.

With the exception of the NHES:93, the CPS:92, and the NHES:91 data, all data presented in this report are from published sources. All data reported are weighted estimates.

Methodological Considerations in Data Comparisons

Sample sizes, method of survey administration, timing of the survey, and response rates all have methodological impacts on the data collected and any comparisons made. In addition, question wording variation, question order, question context, and respondent recall can have a major impact on survey responses (Bradburn 1983; Groves 1989). As a result, it is important to discuss some of the general methodological issues pertinent to this comparative report.

An important methodological issue in comparing results of different studies is population coverage, particularly for telephone surveys like the NHES:93. Population coverage is an issue that arises in the examination of the results of any telephone survey since households without telephones are excluded from the sample. Approximately 9.5 percent of children 3 to 7 years of age live in households without telephones. Low-income persons, persons who have not completed high school, and persons who do not own their homes are more likely than others to live in nontelephone households (Groves and Kahn 1979; Thornberry and Massey 1988).

The NHES:93 data were statistically adjusted to reduce the bias resulting from telephone undercoverage. As a result, the estimates from the NHES:93 sum to the total number of persons in all households, not just those in households with telephones. Although these statistical adjustments may be very useful in reducing biases in aggregates for the whole population, more serious biases may exist for estimates of segments of the population with relatively low telephone penetration rates.

Separate from population coverage, responses to survey items often vary substantially depending upon the method of survey administration. Data collection modes differed for many of the survey sources used in this report. For instance, the NHES:93, the NHES:91, and NCCS:90 were conducted by telephone using centralized facilities, while the CPS:90 and CPS:92 were primarily conducted by telephone from interviewers' homes. The NHIS-CH:88, NHIS:91, and the NLSY:88 interviews were conducted primarily in person, and the NELS:88 instrument was self-administered. These differences in mode may underlie some of the differences across survey estimates that are presented in this report.

Another important survey administration consideration is the time of the year when the data are collected, which can affect responses to questions related to specific topics such as school attendance. Some key data elements are seasonally affected. For example, the relationship between age and grade in school is seasonally affected. A child at a given age in October (the time of the CPS Education Supplement) is most likely enrolled in the grade appropriate to his or her fall age. About one-sixth of those children, however, will have turned a year older by the new year, and will be shown in the NHES:93 as being a year older. Therefore, the data collection period becomes an important factor to consider in comparing these estimates.

Variation in response rates across surveys can also result in different estimates. To the extent that nonrespondents are different from respondents, low response rates may introduce biases into the survey estimates. The response rates for all of the surveys used for this report range from 68 percent to 96 percent. The response rate for the NHES:93 SR component was 77 percent; for the SS&D component, it was 73.4 percent for parents of children in the 3rd to 5th grade, 73.6 percent for parents of children in the 6th through 12th grade, and 68.1 percent for students in the 6th through 12th grade. Information about individual response rates are included in the comparative survey descriptions.

Individual question wording and variable creation are discussed in conjunction with the individual tables presented in this report.

Significance Testing

Wherever possible, comparisons in this report were examined to ensure that the differences reported were statistically significant at the 95 percent confidence level. For comparisons in which NHES:93 data and data from previous NHES studies are involved, the standard errors could be estimated. However, in most cases, comparative estimates were derived from other comparative data sources, and the significance level had to be approximated using the standard error from the NHES:93 estimate.

Special Data Considerations and Anomalies

Imputation. As is true for most surveys, responses were not obtained for all the NHES:93 data items for all interviews. Despite the high item response rates, all NHES:93 data items were imputed. In the SR component, 92 percent of the questions had item response rates of 95 percent or more and 74 percent of the questions had item response rates of 98 or more. In the SS&D parent interview, 80 percent of questions had item response rates of 95 percent or more and two-thirds of the questions (67 percent) had response rates of 98 percent or more. In the SS&D youth interview, 95 percent of the questions had response rates of 95 percent or more, and 84 percent of questions had response rates of 98 percent or more (See *Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)* for further details on item response rates in the NHES:93). Because the level of imputation in the NHES:93 was so small, it does not have a large impact on the estimates, and the use of imputed estimates in the comparisons is not problematic. Missing data were not imputed for most of the comparison sources.

Parents/Guardians. In the NHES:93, data were collected about the child's parents/guardians who reside in the household. The items concerning the mother appeared whenever a member of the household was reported as the child's mother, whether she was reported as the birth, adopted, step, or foster mother. When no person residing in the household was designated as the child's mother or father, data on parent characteristics (i.e., education and labor force participation) were collected about the respondent (whether male or female). For the NHES:93 SR component, there were 188 cases where neither the child's mother nor the child's father reside in the household and the respondent was female. There were 14 cases where neither the child's mother nor the child's father reside in the household and the respondent was male.

It is also important to note that the parent or guardian who was identified as the most knowledgeable about the child's care and education was designated as the respondent for the interview about the sampled child for both of the NHES:93 components. In households where a youth eligible for the SS&D survey resided but where there was not an adult acting in a caretaking position for him or her, the youth was designed as an emancipated youth and as the respondent to the extended SS&D interview. There were 77 completed emancipated youth interviews. For comparative purposes, emancipated youth interviews were included in the data prepared for this report.

NHES:93 Age Ranges. For the SR component, data were collected about children aged 3 to 7 and children 8 or 9 years of age enrolled in 2nd grade or below. Because the number of children 8 and 9 years

old and the number of 7-year-olds in 3rd grade are relatively small, those categories are represented in the NHES:93 data. For comparative purposes, CPS:92 and NHES:91 samples were restricted to match the NHES:93 sample.

For the SS&D component, data were collected for youths 8 to 20 years and enrolled full-time in any grade 3 through 12. Relatively few 19- and 20-year-olds are included in the sample. CPS:92 samples were restricted to match the NHES:93 sample.

The NHES:93 School Readiness Component Comparisons

Data comparisons in this section cover some of the major topical areas of the SR component for the NHES:93. Those topics include school enrollment, repeated grades, activities with family members, health issues, center-based care, Head Start participation, and education level and employment status of the mother. Because of the breadth of topics included in the NHES:93 SR component, numerous data sources are used for comparisons with the NHES:93 SR data. A brief description of each follows. Appendix A gives more detailed information for each survey.

The 1990 and 1992 Current Population Survey October Supplements

The CPS is conducted monthly to provide estimates of employment, unemployment, and other characteristics of the labor force. The U.S. Department of Education is a sponsor of the October supplement, which provides specific information on educational topics. The CPS data, particularly those from 1992, are the primary basis for comparison with the NHES:93 SR data. The topical areas from the CPS:92 data used for this comparative report are: school enrollment, disabling conditions, repeated grades, center-based care, and education level and employment status of the mother. The CPS:90 data were used for comparisons on educational activities inside the home and activities outside of the home.

Approximately 70 percent of the CPS interviews were conducted on the telephone from interviewers' homes and 30 percent were personal interviews. The CPS:90 sample size for children aged 3 to 5 years was 6,884. The CPS:92 sample size of children aged 3 to 7 plus 8- or 9-year-olds enrolled in 2nd grade or below was 11,788. The response rate for the CPS:90 supplement was 90 percent. The response rate for the CPS:92 October supplement was 96.6 percent.

The respondent for the October Supplement of the CPS could be any household member age 18 or older. This household respondent reported on all other members of the household. By comparison, the

respondent for an NHES component about a child or youth is the parent or guardian who is reported to know the most about the child's care and education.

The 1991 National Household Education Survey

Like the NHES:93, CPS:90, and CPS:92, data collected in the NHES:91 provide information on early childhood education. The NHES:91 data, collected by telephone between January and May of 1991, were used in comparisons of school enrollment, educational activities inside the home, activities outside the home, center-based care, and disabling conditions that can affect learning. The NHES:91 sample of children aged 3 to 7 years and 8 or 9 years old and enrolled in 2nd grade or below was 12,472. The response rate was 77 percent.

The 1990 National Child Care Survey

Like the NHES:91 and the CPS, the NCCS collected information from populations similar to that surveyed in the NHES:93 SR component. Comparisons between the NHES:93 and NCCS:90 are for center-based care for children aged 3 and 4 years. The NCCS:90 unweighted sample size of children in that age range was 1,867, compared to 5,996 for the NHES:93. Like the NHES:93, the NCCS:90 was conducted entirely by telephone, and estimates were adjusted to totals corresponding to the entire population. The NCCS:90 data were collected between October 1989 and May 1990. The response rate for the NCCS:90 was about 76 percent.

Prospects

Prospects is a congressionally mandated longitudinal study of Chapter 1 programs[1]. Data presented in the Prospects Interim Report (Puma 1993) on the public school 1st grade cohort of 10,820 children are used for comparisons on repeating grade and Head Start enrollment. The Prospects data were collected using a self-administered questionnaire completed by parents of the base year 1st grade cohort. Instruments for the 1st grade cohort were first administered in the spring of 1992 (the spring of the children's 1st grade year). To facilitate comparisons with the Prospects data, the NHES:93 sample was restricted to 1st grade students in public schools, for a total of 2,130 students.

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[1]The purpose of Chapter 1 of Title 1 of the Elementary and Secondary Education Act (ESEA) is to provide financial assistance to local educational agencies to meet the special needs of educationally deprived children living in areas with high concentrations of low-income families

The 1988 National Longitudinal Survey of Youth Child Survey

Data drawn from the NLSY:88 child survey and presented in a report on Head Start to the Bureau of Labor Statistics (Mott and Quinlan 1992) are used for Head Start comparisons. The NLSY:88 child survey is a sample of children of mothers who were age 14 to 21 on January 1, 1979. Figures presented in this report on Head Start were for 1,320 children age 4 to 6 years in 1988. The 1988 NLSY:88 was conducted from June through November of that year, through personal interviews. For comparative purposes with the NLSY:88, the NHES:93 sample was restricted to 2,493 children 4 to 6 years of age whose mothers were 23 to 31 years of age at the time of the interview. The overall response rate for the 1988 NLSY:88 was 90.2 percent.

The 1988 and 1991 National Health Interview Survey Child Health Supplement

Data from the NHIS-CH:88 and the NHIS:91 provide comparisons for the NHES:93 data. The NHIS interviews were primarily conducted in person, continually throughout each of the survey years. Interviews for the 1988 NHIS-CH were completed for 17,110 children 0 to 17 years of age; the response rate for the NHIS-CH:88 was between 90 and 95 percent. Interviews for the 1991 survey year were completed for 17,102 children 0 to 17 years of age; the response rate was 96 percent. The NHIS-CH:88 data were used for comparisons for repeating grades and developmental, learning, and emotional problems. The NHIS:91 data were used for comparisons for health status and the interval of physician contact.

1990 Advance Report of Final Natality Statistics (Vital Statistics:90)

Published by the National Center for Health Statistics, the *Advance Report of Final Natality Statistics* provides data associated with births, birth weight, and infant mortality and morbidity from vital statistics records (i.e., birth and death certificates). Data on the birth weights of children by race and ethnicity were used for comparison to estimates from the NHES:93.

School Readiness Component Findings

Comparisons for the SR component of the NHES:93 cover some of the major topics included in the questionnaire. Those specific topics for comparison are school enrollment, repeated grades, activities with family members inside and outside the home, health and disability issues, center-based care, Head Start participation, and education level and employment of the mother.

School Enrollment

Table 1 presents the NHES:93, the NHES:91, and CPS:92 estimates of enrollment for children 3 to 7 years of age, and children age 8 and 9 and in 2nd grade or below. The percentages of the children who are not enrolled in school at the different ages for all three surveys are very similar -- 23 percent for the NHES:93, 24 percent for the NHES:91, and 25 percent for the CPS:92.

Only a few notable differences exist between the NHES:93 and the NHES:91 estimates, specifically for estimates of full-day nursery school and kindergarten enrollment. Among 4-year-olds, estimates of full-day nursery school enrollment were somewhat higher in the NHES:93 (19 percent) than in the NHES:91 (13 percent), as were estimates of full-day kindergarten enrollment (33 versus 28 percent) among 5-year-olds. Both of these differences are statistically significant.

One potential reason for the difference in estimates of nursery school enrollment is a questionnaire design change between the NHES:93 and NHES:91, although it is not clear why the NHES:93 estimates would be higher. In the NHES:91, respondents were asked first about their children's day care center participation, and then about participation in nursery schools, prekindergartens, or Head Start Programs, as a group. In contrast, NHES:93 respondents were first asked about their children's participation in Head Start programs, and then about participation in other nursery school, preschool, prekindergarten, or day care programs, as a group. Another possibility is that the percentage of children enrolled in full-day programs increased between 1991 and 1993.

The difference in kindergarten enrollment estimates between the NHES:93 and NHES:91 probably cannot be attributed to questionnaire differences, since the items determining enrollment in kindergarten and whether the program is full- or part-day are very similar. Again, it may be that enrollment in full-day programs became more common between 1991 and 1993.

The NHES:93 and CPS:92 school enrollment estimates follow a consistent pattern by age; however, some significant differences exist. The most striking differences are for estimates of enrollment in 1st and 2nd grades among 6- and 7-year-olds. In the NHES:93, a significantly smaller percentage of 6-year olds were enrolled in 1st grade than in the CPS:92 (69 percent versus 78 percent). Among 7-year-olds, a significantly higher percentage were enrolled in 1st grade in the NHES:93 (28 percent) than in the CPS:92 (16 percent); conversely, a significantly lower percentage of 7-year-olds were enrolled in 2nd grade in the NHES:93 (71 percent) than in the CPS:92 (82 percent). These differences most likely arise from the different definitions of age and the time of the

year the interviews were conducted. For the October 1992 CPS, age was defined as the age the day of the interview; for the NHES:93 age was defined as the child's age on December 31, 1992.

In the fall, most children in a particular grade tend to be the same age. By spring, some children's birthdays have passed, and the age distribution within grade tends to be bimodal. For example, all of the 6-year-old children in the CPS:92 sample were 6 before November 1. However, about 15 to 20 percent of the children 6-year-old in the NHES sample did not turn 6 until November or December. As a result, these children are much more likely to have just started kindergarten in the fall of 1990 because many states and school districts require children to have their birthdays by a particular date in order to enter kindergarten or 1st grade. While specific dates vary from state to state, many states set the age cut-off early in the school year (e.g., September 30).

Table 2 presents the NHES:93 and CPS:92 estimates of public and private school enrollment for children 3 to 7 years of age, and children age 8 and 9 in 2nd grade or below. The differences in age definitions described above also affect these estimates. Nevertheless, the patterns of public and private school enrollment by age and grade level are generally consistent between the NHES:93 and CPS:92. However, there is a noticeable difference among 4-year-old children enrolled in a part-day nursery school. In the NHES:93, the same percentage of 4-year-olds were enrolled in public and private part-day nursery schools (17 percent). In contrast, the CPS:92 estimates suggest somewhat higher percentages in private (18 percent) than in public (11 percent) part-day nursery schools. Consequently, the percentage of 4-year-olds enrolled in a part-day public nursery school was significantly higher in the NHES:93 than in the CPS:92. It is not apparent why this difference was observed, although the NHES:93 and CPS:92 questions on enrollment and school control differed somewhat. In the NHES:93, respondents were asked early in the questionnaire about their child's grade in school, and subsequently asked two questions about whether kindergarten enrollment was full- or part-day and whether the school was public or private (in a later section on kindergarten enrollment). In the CPS:92, respondents were asked early on about whether the school child attends is public or private, and, directly afterwards, a question regarding the grade in which the child was enrolled. The CPS:92 grade enrollment question contained response categories of "full-day" and "part-day" for kindergarten enrollment, with interviewer instructions saying to ask about this distinction, rather than a separate question as was used in the NHES:93.

Table 1.—NHES:93, NHES:91, and CPS:92 estimates of current grade enrollment for children 3 to 7 years of age, and children age 8 to 9 in second grade or below

Age	Not enrolled	Nursery school		Kindergarten		1st grade	2nd grade +
		Full day	Part day	Full day	Part day		
NHES:93							
3-7 + years	23	7	12	9	11	20	18
3 years	67	14	19	--	--	--	0
4 years	45	19	34	1	1	0	0
5 years	10	5	10	33	41	2	0
6 years	--	--	--	14	15	69	2
7 + years	--	0	0	--	--	28	71
NHES:91							
3-7 + years	24	5	12	8	12	20	19
3 years	69	11	20	--	--	0	0
4 years	47	13	36	1	2	--	0
5 years	13	4	11	28	42	2	0
6 years	--	--	--	14	19	66	2
7 + years	--	0	0	--	--	29	71
CPS:92							
3-7 + years	25	4	10	9	12	19	21
3 years	72	9	17	1	1	0	0
4 years	48	13	29	4	7	0	0
5 years	8	2	5	35	45	5	--
6 years	1	--	--	7	8	78	6
7 + years	1	--	--	--	--	16	82

-- = Less than 1 percent.

NOTE: Includes children age 3 to 7 and 8- and 9-year-olds enrolled in 2nd grade or below. Percentage may not add to 100 due to rounding.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1991; U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1992.

Table 2.—NHES:93 and CPS:92 estimates of current grade enrollment in public and private schools, by age

Age	Total	Not enrolled	Nursery school				Kindergarten				1st grade		2nd grade +	
			Full day		Part day		Full day		Part day					
			Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
NHES:93														
3-7 years	19,838,337	24	3	4	6	6	7	2	10	1	18	2	15	2
3 years	3,885,847	67	5	9	7	12	0	--	--	0	0	--	0	0
4 years	3,777,466	45	8	10	17	17	1	--	1	--	0	0	0	0
5 years	3,730,207	10	2	3	5	5	26	7	36	5	1	--	0	0
6 years	3,743,151	--	--	0	--	0	12	2	13	2	61	7	1	--
7+ years	4,731,666	--	0	0	0	0	--	0	--	--	26	3	64	7
CPS:92														
3-7 years	20,082,992	25	2	3	4	6	7	2	10	2	17	2	18	2
3 years	3,905,387	72	2	6	6	11	--	--	--	--	0	0	0	0
4 years	3,806,845	48	5	8	11	18	3	1	5	2	0	0	0	0
5 years	3,832,330	8	1	1	3	3	36	5	41	5	4	1	0	0
6 years	3,763,999	1	--	--	--	--	6	1	7	1	70	8	5	9
7+ years	4,774,431	1	--	0	3	--	--	--	--	--	15	1	73	1

-- = less than 1 percent

NOTE: Includes children age 3 through 7 and 8- and 9-year-olds in 2nd grade or below. Percentages may not sum to 100 due to rounding.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES:93), spring 1993, U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS:92) - October Education Supplement, 1992.

Repeated Grades

The NHES:93 and CPS:92 comparisons for 1st and 2nd grade students who repeated kindergarten and 2nd grade students who repeated 1st grade are presented in Table 3.[2] The NHES:93 and CPS:92 estimates for 2nd grade students who repeated 1st grade are identical as far as the overall estimate (3 percent) and the estimate broken down by sex (4 percent for males and 2 percent for females). While not identical, NHES:93 and CPS:92 estimates of 1st grade retention by race are very similar. In contrast, the NHES:93 estimates for 1st and 2nd grade students who repeated kindergarten are consistently higher than the CPS:92 estimates, overall and for every category. The differences range from 3 to 5 percentage points. However, these differences are only statistically significant for Hispanic children, black children, and children of other races.

Table 3.—NHES:93 and CPS:92 estimates of percentage of 1st and 2nd grade students who repeated kindergarten and percentage of 2nd grade students who repeated 1st grade, by selected student characteristics

Student characteristic	NHES:93		CPS:92	
	Grade repeated		Grade repeated	
	Kindergarten	1st grade	Kindergarten	1st grade
Total	6	3	2	3
Sex				
Male	7	4	3	4
Female	5	2	2	2
Race				
Hispanic	5	5	1	4
Black, Non Hispanic	8	5	3	7
Other non-Hispanic	5	3	2	2

NOTE: Includes children age 3 through 7 and 8- and 9-year-olds in 2nd grade or below.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES:93), spring 1993. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS:92) - October Education Supplement, 1992.

One explanation for these differences in estimates of kindergarten retention may be the way the questions were asked. In the NHES:93, respondents were asked in one question if the child

[2]Estimates of students who repeated kindergarten combine current first and current second grade students because independently these two groups have very small sample sizes.

attended 1 or 2 years of kindergarten. In a separate question, NHES:93 respondents were asked if their child had repeated any grades, "not counting kindergarten." In contrast, CPS:92 respondents were asked if the child ever repeated a grade since starting school and response categories for this item began with kindergarten. It is possible that more respondents may neglect to report kindergarten retention with the CPS:92 question format as compared to the NHES:93 question format which asks directly about kindergarten retention.

Table 4 shows the percentage of NHIS-CH:88 children 5 to 9 years of age and the NHES:93 percentage of 5- to 9-year-olds and enrolled in 1st or 2nd grade who ever repeated a grade. The NHES:93 estimate is very similar to the NHIS-CH:88 estimate (10 percent versus 11 percent). Table 4 also shows the percentage of 1st grade students who have ever repeated a grade for the NHES:93 and for Prospects. The estimates are both 10 percent.

Table 4.—NHES:93, NHIS-CH:88, and Prospects estimates of percentage of students ever repeating a grade

Survey	Percent repeating a grade
NHES:93	
5-7+ years *	10
NHIS-CH: 88	
5-9 years	11
NHES:93	
1st grade	10
Prospects	
1st grade	10

* Includes children age 5 through 7 and 8- and 9-year-olds in 2nd grade or below

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; Vital and Health Statistics 10(178), data from the 1988 National Health Interview Survey on Child Health (NHIS-CH), 1991, Table 10, 24; Puma, Michael J., et al., Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, Interim Report, U.S. Department of Education, May 1993, 105.

Activities with Family Members

In the NHES:93, the NHES:91, and the CPS:90, parent respondents were asked a series of questions about developmental and educational activities in which children 3 to 5 years of age participated with family members[3]. Some of these questions concerned activities done in the home in the past week, including reading; teaching letters, words, and numbers; teaching songs or music; doing arts and crafts; and playing games or sports. Other questions covered out-of-home activities including visiting a library, going to a play or concert, visiting a museum or historical site, or visiting a zoo or aquarium in the past month.

Activities in the Home. In all three surveys, respondents reported the frequency with which children participated in a set of in-home activities with family members in the past week. With one notable exception, responses to the questions about activities in the past week are generally consistent (Table 5).

That exception is literacy activities. The NHES:93 estimates are significantly higher for reading to children 3 to 5 years of age for the "3 or more times per week" category (78 percent, compared to 66 percent for CPS:90 and 71 percent for the NHES:91) and lower for reading 1 to 2 times per week (17 percent, compared to 23 percent and 26 percent). There was also a significant difference in the "not in the past week" category between the NHES:93 and the CPS:90 estimates (5 percent versus 9 percent), although the NHES:93 and the NHES:91 estimates for this category were similar (5 percent and 6 percent, respectively).

The differences in reading may be attributable to the two alternate forms used for the asking the reading question in the NHES:93. Approximately half of the sample were asked in a single question how many times someone in the family read to the child in the past week. The four category choices ranged from not at all to every day. The other half of the sample were asked the second, stepwise form, which consisted of two questions similar to the NHES:91 and the CPS:90 questions. First, respondents were asked if someone read to the child in the past week. Respondents with affirmative responses were then asked whether it had occurred one or two times

[3]Includes both preschoolers and kindergartners age 3 to 5.

Table 5.—NHES:93, NHES:91, and CPS:90 estimates of home activities in past week for all children 3-5 years of age

Home activity	NHES:93			NHES:91			CPS:90		
	Not in past week	1-2 times	3 or more times	Not in past week	1-2 times	3 or more times	Not in past week	1-2 times	3 or more times
Read to child									
3-5 years	5	17	78	6	23	71	9	26	66
3 years	5	16	79	6	21	73	9	25	66
4 years	5	17	77	6	22	72	9	25	66
5 years	5	19	76	6	25	70	8	27	65
Taught letters, words, numbers									
3-5 years	12	28	60	12	26	62	17	28	54
3 years	15	27	57	14	25	61	21	26	53
4 years	12	30	58	12	27	61	18	29	53
5 years	10	26	64	11	25	64	14	30	57
Taught songs or music									
3-5 years	32	30	38	37	27	37	34	31	35
3 years	24	31	45	28	27	45	28	31	41
4 years	32	29	39	38	27	35	32	33	35
5 years	39	30	30	44	26	30	41	29	30
Did arts and crafts									
3-5 years	32	35	33	33	33	34	38	32	31
3 years	33	33	34	32	33	35	40	29	31
4 years	31	36	33	32	34	34	35	32	33
5 years	32	37	31	35	33	32	37	34	28

NOTE: Includes preschoolers and kindergartners age 3 through 5. Percentages may not add to 100 due to rounding.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, (NHES), spring 1993; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1991; U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1990.

or three or more times. (For comparative purposes, responses for both the single-question and stepwise forms were combined for Table 5.)

Table 5a gives the estimates of reading frequency for the two split-half samples from the NHES:93. The estimates are quite similar for 3- and 4-year-olds, but somewhat different for 5 year olds. Specifically, parents reported a higher percentage of 5-year-olds were not read to in the previous week in the step-wise question form that was comparable to the NHES:91 (8 percent) than in the single-item form (3 percent). While 72 percent of 5-year-olds were read to 3 or more times in the previous week under the stepwise question form, this was reported for 80 percent of 5-year-olds (31 percent + 49 percent) in the single-item form. While these differences are not very large, they do show an effect of the different question format on responses.

Table 5a.—NHES:93 estimates of reading activities in the past month for children 3-5 years of age

Child's age	NHES:93 single-item form				NHES:93 stepwise form		
	Not at all	Once or twice	Three or more times	Every day	Not at all	1-2 times	Three or more times
3 years	4	15	28	52	6	16	78
4 years	5	18	27	50	5	17	78
5 years	3	17	31	49	8	20	72

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993

Question order and respondent recall effects may also explain some of the differences in responses to items about reading to the child. In the NHES:93, the reading items followed a series of questions on the child's emerging literacy or reading abilities, which were not included in the NHES:91 and the CPS:90. questionnaire. As a result, positive responses to reading to the child may have been influenced by the preceding questions on the child's reading ability. In addition, the respondent's recall may have been helped by the preceding questions on the child's reading abilities and activities.

Social desirability effects may also play a part in some of the differences, particularly in the case of different estimates between the NHES and the CPS:90 estimates. For every age group, a significantly higher percentage of NHES:93 respondents reported reading "3 or more times per week" to

their child than did the CPS:90 respondents. Similar differences were also found in teaching letters, words, and numbers, particularly for the 4-year-olds and 5-year-olds. These social desirability effects may be related to the sponsorship and focus of the two surveys. The NHES, sponsored by the U.S. Department of Education, focuses on education. While the CPS supplement is also sponsored by the U.S. Department of Education, the main survey is done for the U.S. Bureau of Labor Statistics and primarily focuses on labor issues. Consequently, some overreporting due to perceived social desirability could result since both reading and teaching letters, numbers, and words are more obviously educationally related.

Activities Outside the Home. Table 6 presents estimates of the percentage of respondents who indicated that someone in the family had done any of the following four activities with their child in the past month: visited a library; gone to a play, concert, or live show; visited an art gallery, museum, or historic site; and visited a zoo or aquarium. The wording of these items was identical across the three surveys.

The comparison of estimates from the NHES:93 and the NHES:91 and CPS:90 shows a varied picture. For visiting a library and attending a play, there were significantly higher percentages among 3- and 4-year-olds in the NHES:93 than in the CPS:90, but differences in the NHES:93 and NHES:91 estimates were only significant for visiting a library among 4-year-olds. In contrast, for visits to a zoo or aquarium, the NHES:93 estimates for children age 3, 4, and five are not significantly different from the CPS:90, but are significantly smaller than the NHES:91 estimates. Finally, for visits to a museum, the NHES:93 estimates are generally higher than CPS:90 and lower than the NHES:91 estimates. Specifically, for museum attendance, the NHES:93 percentages of 3- and 5-year-olds were significantly higher than those of the CPS:90 (15 percent and 18 percent versus 12 percent and 12 percent) and significantly lower than those of the NHES:91 (15 percent and 18 percent versus 21 percent and 22 percent).

Table 6.—NHES:93, NHES:91, and CPS:90 estimates of activities outside the home in the past month for children 3-5 years of age

Activity in the past month	NHES:93	NHES:91	CPS:90
Visited a library			
3-5 years	39	37	34
3 years	34	31	29
4 years	41	37	34
5 years	40	42	38
Gone to a play, concert, or live show			
3-5 years	23	24	11
3 years	23	23	9
4 years	23	25	12
5 years	24	23	12
Visited an art gallery, museum, or historic site			
3-5 years	18	22	13
3 years	15	21	12
4 years	21	23	13
5 years	18	22	12
Visited a zoo or aquarium			
3-5 years	17	24	16
3 years	17	27	17
4 years	18	24	17
5 years	17	22	14

NOTE: Includes preschoolers and kindergartners age 3 through 5.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1991; U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1990.

The reasons for these differences are not apparent. The time of the year in which the surveys were conducted may affect the findings, particularly for differences between the NHES:93 and CPS:90. Visits to the library, plays, and museums may be more common later in the school year, particularly for children who have older siblings in school with school-recommended museum exhibits, school projects needing library resources, and school play productions. Because the CPS is conducted in October, there are fewer opportunities for these types of school-related events to occur prior to data collection than for the NHES:93 when the school year is in full swing.

Summary of Family Activities Comparisons

With some exceptions, estimates on activities with family members between the NHES:93 and the NHES:91 are quite similar. There are larger differences between the NHES:93 and CPS:90. Some of the differences between the NHES:93 and the other two surveys may be explained by question wording variations. Some of the differences in NHES and CPS:90 estimates, particularly for education-related activities, may be attributable social desirability effects related to the sponsorship and focus of the two surveys. Differences in activities outside the home may also be related to the timing of the surveys.

Health and Disability Issues

Health issues covered in this portion of the report include general estimates of health status, interval since last physician visit, low birth weight, and disabling conditions. The comparisons for the NHES:93 health issues are from several sources including data collected in the NHIS-CH:88, the NHIS:91, CPS:92, NHES:91, and Vital Statistics:90.

General Health Status. Parent respondents in both the NHES:93 and NHIS:91 surveys were asked about the general health of their child. The older NHIS:91 age group presented in Table 7 ranges from 5 to 17 years of age, while the older NHES:93 age group ranges from essentially 5 to 7 years of age. Within each sample, there is little or no meaningful difference in health status estimates between the two different age groups. Across the NHES:93 and NHIS:91 samples, the percentage of respondents who reported children were in very good, fair, and poor health is basically the same between the two samples. However, a significantly higher percentage of the NHES:93 respondents than NHIS:91 respondents reported that children of both age groups were in excellent health (60 and 61 percent compared to 52 and 53 percent), while a significantly lower percentage of NHES:93 respondents reported that children of both age groups were in good health (9 and 10 percent compared to 17 and 18 percent).

Table 7.—NHES:93 and NHIS:91 estimates of health status

Health status	NHES:93		NHIS:91	
	3-4 years	5+ years	0-4 years	5-17 years
Excellent	61	60	53	52
Very good	27	28	28	28
Good	9	10	17	18
Fair	2	2	2	2
Poor	--	--	--	--

-- = Less than 1 percent.

NOTE: NHES estimates include children age 3 through 7 and 8- and 9-year-olds in 2nd grade or below. Percentages may not add to 100 due to rounding.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993. Current Estimates from the National Health Interview Survey (NHIS), 1991, National Center for Health Statistics, Vital and Health Statistics 10(184), 1992, 112.

The differences between the NHES:93 and NHIS:91 may be attributable in part to question context. The NHIS:91 question about general health, however, is preceded by a series of health-related questions concentrating on the previous 2-week period. The questions included medical visits for illness and injury, health limitations, and missing time from school because of illness and injury. As a result, respondent recall resulting from responding to questions about the several health issues may have the effect of lowering the respondent's perception of the child's health, particularly when compared to the NHES:93, which did not include those specific types of questions. In the NHES:93, questions about disabling conditions and birth weight preceded the question on general health.

Interval Since Last Physician Visit. Estimates of the time interval since last physician visit for the NHES:93 and NHIS:91 are presented in Table 8. There was some variation in the question wording between the two surveys. The NHES:93 asked about how long it had been since the child last saw a medical doctor or other health professional for a checkup, shots, or other routine care. For respondents who had not already reported a medical visit or hospital stay in the past 2 weeks or 12 months, NHIS:91 asked about how long it had been since the child had seen a medical doctor or assistant.

Table 8.—NHES:93 and NHIS:91 estimates of interval of last physician contact

Interval of last physician contact	NHES:93		NHIS:91	
	3-4 years	5+ years	0-4 years	5-17 years
Less than 1 year	88	82	94	78
1 year, but less than 2 years	11	15	5	13
2 years or more	2	3	1	9

NOTE: NHES estimates include children age 3 through 7 and 8- and 9-year-olds in 2nd grade or below. Percentages may not add to 100 due to rounding.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; Current Estimates from the National Health Interview Survey, 1991, National Center for Health Statistics, Vital and Health Statistics 10(184), 1992, Table 72, 116.

Considering the different ways the questions were asked (particularly the NHES:93 emphasis on routine care) and the differences in the age ranges for the children, the percentages reported for each interval for both age categories are relatively close. However, estimates are significantly lower in the NHES:93 for the younger age group (3 to 4 years for the NHES; 0 to 4 for NHIS) for the less than 1 year interval (88 percent compared to 94 percent) and for the 2 years or more interval for the older age group (5+ years for the NHES; 5 to 17 years for NHIS; 3 percent compared to 9 percent). The NHES:93 estimates for 3- to 4-year-olds are significantly higher than NHIS:91 estimates for 0- to 4-year-olds for children for the 1 year, but less than 2 years interval (11 percent versus 5 percent). Differences can probably be attributed to the ages of the children.

Low Birth Weight. Table 9 shows estimates of the incidence of low and very low birth weight for white children, black children, and children of all races from the NHES:93 and from the 1990 Advance Report of Final Natality Statistics (Vital Statistics:90). The Vital Statistics:90 estimates are based on birth certificate data compiled from birth certificates from all states and the District of Columbia. The NHES:93 contained two questions about weight at birth. Respondents were first asked whether or not the child weighed more than 5 1/2 pounds at birth. If not, they were asked whether or not the child weighed more than 3 pounds at birth. The NHES:93 estimates for low birth weight (less than 5 pounds 8 ounces or 2,500 grams) are very similar to those from the Vital Statistics:90 for all three race categories. In contrast, the NHES:93 estimates for very low birth weight are significantly lower for each race category. One possible reason for the differences on very low birth weight between the two data sources is that the birth weight categories are not the same. While the NHES:93 estimates are for birth weights less than 3 pounds, the Vital Statistics data were for birth weights less than 3 pounds 4 ounces. Another possibility

is that the difference reflects the fact that the Vital Statistics:90 data include some low birth weight infants who may have died before reaching age 3, while NHES:93 children lived to reach at least three years of age.

Developmental, Learning, and Emotional Problems. In the NHES:93, parents were asked about a list of disabling conditions that may adversely affect the child's ability to learn. Specifically, respondents reported whether the child ever had a learning disability, mental retardation, speech impairment, serious emotional disturbance, deafness, other hearing impairment, blindness, other visual impairment, orthopedic impairment, or other health impairment lasting 6 months or more. In addition, a separate item addressed whether or not a health professional ever told the respondent that the child was developmentally delayed. Three roughly comparable questions in the NHIS-CH:88 asked whether or not the child had ever had a delay in growth or development, a learning disability, or an emotional or behavioral problem that lasted 3 months or more. Estimates from these NHIS-CH:88 items were obtained from a published report (Zill and Schoenborn 1990).

Table 9.—NHES:93 and Vital Statistics:90 estimates of low birth weight, by race

Race	NHES:93	Vital Statistics:90
	Low (less than 5 lb. 8 oz.)	Low (less than 5 lb. 8 oz.)
White	5.5	5.7
Black	10.1	12.9
All races	6.7	7.0
	Very low (less than 3 lb.)	Very low (less than 3 lb. 4 oz.)
White	.5	.9
Black	1.3	2.8
All races	.8	1.3

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; National Center for Health Statistics, Advance Report of Final Natality Statistics, 1990, Monthly Vital Statistics Report, Vol. 41, No. 9, Supplement, 1993, Table 29, 43

As shown in Table 10, the younger age range for the two surveys is the same (3 to 5 years), while the older age range for NHIS:88 is broader than the NHES:93 (6 to 11 years compared to 6 and 7 years). This table presents estimates of ever having developmental delays, learning disabilities, and emotional conditions. The estimates for children having developmental delays and learning disabilities are not meaningfully different. However, the percentages of children in the NHES:93 who were reported

to have emotional problems were more than two times lower than the percentages for the NHIS-CH:88 children. The inclusion of behavioral problems in the NHIS-CH:88 question is one explanation for the lower NHES:93 estimates for emotional problems. The smaller age range for the older age group in the NHES:93 sample could also result in a lower estimate for the 6- to 7-year-olds.

Disabling Conditions. In the NHES:93, respondents were asked if the child ever had a number of disabling conditions. For each disabling condition the child ever had, respondents were asked if the child had that condition now. Both the "now" and the "ever" NHES:93 estimates of disabling conditions for children 3 to 7 years of age are presented in Table 11, along with corresponding NHES:91 and CPS:92 estimates. While the NHES:93 provides both "now" and "ever" estimates, the NHES:91 provides only "now" estimates and the CPS:92 provides only "ever" estimates.

Table 10.—NHES:93 and NHIS-CH:88 estimates of developmental, learning, and emotional problems, by age

Condition	NHES:93		NHIS-CH:88	
	3-5 years	6 - 7 years	3-5 years	6-11 years
Developmental delay	4	5	4	4
Learning disability	2	6	2	7
Emotional problems	2	3	5	13

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993, Developmental Learning, and Emotional Problems. Health of our Nation's Children, 1988, Advance Data from the National Health Survey. Vital and Health Statistics, No. 190, National Center for Health Statistics, 1990, 12-15.

In both the CPS:92 and the NHES:93, all listed conditions were read and all could have been coded. However, the CPS:92 question differed from the NHES:93 question. The CPS:92 first asked if the child "ever had a physical, mental, or other health condition that adversely affected their ability to learn." Then, whether or not respondents said "yes" or "no" to that question, they were asked if the child "had any of the following disabling conditions" that were listed. In contrast, the NHES:93 asked in one question if the child "ever had any of the following disabling conditions that adversely affected his/her ability to learn."

Table 11.—NHES:93, NHES:91, and CPS:92 estimates of disabling conditions for children 3 to 7 years of age

Disabling condition	NHES:93 Ever	NHES:93 Now	NHES:91 Now	CPS:92 Ever
Learning disability	4	3	1	2
Mental retardation	1	1	--	1
Speech impairment	8	5	1	3
Severe emotional disturbance	2	1	--	1
Deafness	1	--	--	--
Other hearing impairment/hardness of hearing	4	1	1	1
Blindness	--	--	*	--
Other visual impairment	3	3	*	1
Visual impairment/blindness	3	3	1	1
Orthopedic impairment	2	1	--	1
Other health impairment lasting 6 months or more	4	3	2	2
Multiple handicaps	6	3	1	2
No disabling condition	81	88	94	89

* = Not available

-- = Less than 1 percent.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1991; U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1992.

Question wording on disabling conditions was most dissimilar for the NHES:91, where parent respondents were first asked if the child has "any kind of handicapping condition." Then, only respondents with affirmative responses were read a list of handicapping conditions, and only one category was allowed to be coded.

Across many of the disability conditions in table 11, a higher percentage of the NHES:93 parents reported that their child had one of the disabling conditions listed. The most striking differences

were observed for comparisons between the CPS:92 and the NHES:93 "ever" conditions. For example, a significantly higher percentage of NHES:93 than CPS:92 children were reported to have ever had a speech impairment (8 versus 3 percent), a hearing impairment (4 versus 1 percent), and to have had multiple disabling conditions (6 versus 2 percent). Also, a significantly lower percentage of the NHES:93 children were reported to have ever had any disabling condition (81 percent), as compared to CPS:92 children (89 percent). Similar trends appear when looking at disabling conditions by the sex and the race of the child (table 12 and table 13). In general, the NHES:93 estimates of disabling conditions are higher than those of the CPS:92. This may reflect a greater willingness of parents to report disabling conditions in the context of an educational survey.

For the most part, the differences between the NHES:93 and NHES:91 "now" conditions are smaller. However, one notable difference is for speech impairments: in the NHES:93, five percent of children were reported to have this condition, compared to one percent of NHES:91 children.

The differences between the NHES:93 and the NHES:91 estimates of disabling conditions can probably be attributed, at least in part, to the question wording. In the NHES:91, because only one disability in the list of conditions could be selected, some underreporting of conditions may have occurred. In the CPS:92, respondents had a skip-out option that likely contributed to the lower estimates in comparison to the NHES:93.

Summary of Health Comparisons

In general, if comparisons are made between the NHES:93 and CPS:92 regarding disabling conditions children have ever had, the NHES:93 estimates are higher. The other various health issue comparisons among the NHES:93, NHIS:91, NHES:91, Vital Statistics:90 data that are explored in this report are generally consistent, given differences in age ranges and question wording.

Table 12.—NHES:93 and CPS:92 estimates of disabling conditions for children 3-7+* years of age, by race

Disabling condition	NHES:93/Ever			CPS:92/Ever		
	Hispanic	Black	Other	Hispanic	Black	Other
Learning disability	5	3	4	1	2	2
Mental retardation	--	1	1	1	1	1
Speech impairment	9	8	8	1	3	4
Severe emotional disturbance	3	3	2	--	1	1
Deafness	1	1	1	--	--	1
Other hearing impairment	2	2	4	--	1	2
Blindness	--	--	--	--	--	--
Other visual impairment	3	2	3	1	1	1
Orthopedic impairment	3	1	2	--	1	1
Other health impairment lasting 6 months or more	6	4	4	1	2	2

-- = Less than 1 percent

* NHES:93 estimates include children age 3 through 7 and 8- and 9-year-olds in 2nd grade or below

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993, U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1992

Table 13.—NHES:93 and CPS:92 estimates of disabling conditions for children 3-7+* years of age, by sex

Disabling condition	NHES:93/Ever		CPS:92/Ever	
	Male	Female	Male	Female
Learning disability	5	3	2	2
Mental retardation	1	--	1	1
Speech impairment	11	5	4	2
Severe emotional disturbance	3	2	1	1
Deafness	1	1	--	--
Other hearing impairment	5	3	1	1
Blindness	--	--	--	--
Other visual impairment	3	3	1	1
Orthopedic impairment	3	2	1	1
Other health impairment lasting 6 months or more	5	4	2	2

-- = Less than 1 percent.

* NHES estimates include children age 3 through 7 and 8- and 9-year-olds in 2nd grade or below.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1992.

Center-Based Care

Table 14 shows comparisons for any center-based care for the NHES:93, the NHES:91, NCCS:90, and the CPS:92. For comparative purposes, children were designated as being in center-based care if they were in a Head Start program, preschool, nursery school, or day care center. The NHES:93, NHES:91, and NCCS:90 estimates show that about half of the children 3 to 4 years of age are in center-based care. The NHES:93 and the NHES:91 estimates are similar for children 3 and 4 years of age and for all employment categories for the mother.

Table 14.—NHES:93, NHES:91, NCCS:90, and CPS:92 estimates of the percentage of children age 3 to 4 in center-based care

Employment status of mother	NHES:93	NHES:91	NCCS:90	CPS:92
Total 3-4 years	50	51	50	44
Total employed	57	57	-	50
Employed full-time	58	58	-	50
Employed part-time	54	56	-	53
Total not employed	43	42	-	33

- Not available

NOTE: NCCS:90 figures are for all children under the age of 5.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1991; 1990 National Child Care Survey (NCCS 90), unpublished tabulations provided by Sandra Hofferth, U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1992.

However, significant differences are observed between the NHES:93 and CPS:92 estimates across all categories, except for children whose mothers were employed part-time. Also a significantly higher percentage of children in the NHES:93 are reported in any center-based care than in the CPS:92. Specifically, 50 percent of NHES:93 children 3 to 4 years of age are in center-based care compared to 44 percent in CPS:92.

There were some variations in the NHES:93 and the CPS:92 questions concerning center-based care that could in part explain the higher NHES:93 estimates. The NHES:93 respondents were asked if the child was currently attending Head Start and if the child was attending a nursery school,

prekindergarten, preschool, or a day care center. As a result, parents had two opportunities to report that their child was in center-based care. In the CPS:92 survey, respondents could either report that their child was enrolled in nursery school or were asked about child care and educational experiences received on a regular basis. A single category for day care center/nursery/prekindergarten/Head Start was part of a code-all-that-apply list that was read to each respondent.

Another contributing factor could be the variable that was used for determining the mother's employment status. Because the focus of the CPS is to collect employment data, the CPS has a more extensive set of questions for determining labor force status, which are used for creating the employment status variable used for the CPS data. The NHES:93 contained a more limited set of questions for determining labor force status. In addition, there was some variation in the order of the questions between the two surveys, which may have an effect on responses to the labor force questions. Finally, employment is not constant over time and seasonal variations can occur, which may help explain the different estimates since the CPS data are from October and the NHES data were collected in the spring.

Head Start

Comparison of the NHES:93 estimates with NLSY:88 and Prospects data show a significantly higher percentage of the NHES:93 children ever enrolled in Head Start (Table 15). Twenty-three percent of the NHES:93 children 4 to 6 years of age (whose mothers were 23 to 31 years of age) were ever enrolled in Head Start compared to 16 percent for NLSY:88. A similar difference also appears for 1st grade students: 18 percent for the NHES:93 1st graders compared to 12 percent for Prospects.

The reasons for these differences are not apparent and may warrant further investigation. There were, however, slight variations in question wording and in the interview methods for each of the three surveys. In the NHES:93, parents were asked whether or not their preschool child was currently enrolled in Head Start. For preschoolers not currently enrolled and for children who were not preschoolers, parents were asked if the child had ever attended Head Start. NLSY:88 asked if the child had ever been enrolled in the Head Start program. Prospects included Head Start in a list of the types of day care, preschool, or kindergarten programs that their child attended each year before entering 1st grade. Another difference is that the NLSY:88 was based on a longitudinal sample of young women (and men) first surveyed in 1979, rather than a nationally representative sample of children as was used for the

NHES:93. Finally, reinterview results for the NHES:93 (Brick et al. 1997) indicated that parent reports of Head Start participation demonstrated some inconsistency.

Table 15.—NHES:93, NLSY:88, and Prospects estimates of the percentage ever enrolled in Head Start

Age groups for survey	Percent ever enrolled in Head Start
NHES:93	
4-6 years of age	23
NLSY: 88	
4-6 years of age	16
NHES:93	
1st graders	18
Prospects	
1st grade cohort	12

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993, Mott, Frank, and Quinlan, Stephen, "Participation in Project Head Start: Determinants and Possible Short-Term Consequences." July 1992, report to the U.S. Department of Labor, Center for Human Resource Research, The Ohio State University, utilizing data from the 1988 National Longitudinal Survey of Youth (NLSY:88) Child Survey, Table 2, Puma, Michael J., et al., Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, Interim Report, U.S. Department of Education, May 1993, 29.

Selected Characteristics of the Mother

Table 16 presents estimates for the mother's education level and employment status. For the mother's level of education, the percentage of children whose mothers either have less than a high school education or who have a bachelor's degree are smaller than the CPS:92 estimates by 4 to 6 percentage points. The NHES:93 estimates are significantly higher for children with mothers who have some college or vocational or technical training (31 percent versus 26 percent). The estimates for the other two education levels, high school diploma and graduate or professional degree, are not significantly different.

Table 16.—NHES:93 and CPS:92 estimates of selected characteristics of mothers of children 3 to 7 years* of age or age 8-9 and in 2nd grade or below

Characteristic of mother	NHES:93	CPS:92
Education level		
Less than high school	12	18
High school diploma or equivalent	39	36
Some college or vocational/technical training	31	26
Bachelor's degree	10	14
Graduate school or professional degree	7	6
Employment status		
Employed	56	61
Not employed	44	39
In labor force	63	67
Not in labor force	37	33

* NHES estimates include children age 3 through 7 and 8- and 9-year-olds in 2nd grade or below.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1992.

For the mother's employment status, the NHES:93 estimates for employed mothers and mothers in the labor force are significantly smaller than CPS:92. As a result, the converse is true for unemployed mothers and mothers not in the labor force. One explanation for this discrepancy is the difference in the variables used for comparative purposes. As was noted earlier, the CPS has a more extensive set of questions for determining labor force status. There were fewer questions in the NHES:93 for determining labor force status, and there was some variation in the order of the questions between the two surveys, which may have an effect on responses to the labor force questions.

Notably, the definition of the "mother" also differs in the NHES and the CPS. While mothers (natural, step, and adopted) and female guardians are included in the CPS:92 definition of the mother, the CPS:92 relationships are generally defined with respect to the head of the household, not with respect to the relationship to the child as was done for the NHES:93. The computer matching done to identify the mother in the CPS was not as precise as the NHES method where the questionnaire was specifically designed to identify the mother or female guardian of the subject child by collecting the relationship of each household member to the child and asking the exact relationships of parents to children (i.e., birth, adoptive, step, or foster parents). The difference in definition of the "mother" may have contributed to some of the differences evident in Table 16.

School Readiness Component Comparisons Summary

Estimates from the NHES:93 for characteristics of early childhood educational experiences are, in many respects, quite similar to estimates from other surveys collecting similar data from similar populations. There are several reasons for differences in the estimates between the NHES:93 and the other data sources used for comparisons. One of the primary reasons is the differences in question wording. Related to question wording are the order effects and the context effects on question wording among the different surveys. The timing of the surveys and definitions of ages, particularly in the case of the CPS and the NHES:93, also impact the comparability of the data.

Estimates of school enrollments and repeated grades are very consistent across the comparative surveys. The differences that are observed are generally attributable to definitional differences or to the times of the year in which the surveys were conducted and resulting differences in the definition of age. The NHES:93 estimates of several selected activities of young children with family members differ from comparable estimates of CPS:90 and the NHES:91. In some instances, some of the differences can be explained by differences in question wording, while for others the time of the year of the survey may have an effect. Overall, the NHES:93 estimates for center-based care are the same as estimates from other surveys, while Head Start estimates are higher. The reasons for the differences for the Head Start estimates are unknown and may warrant further investigation.

For most health-related issues, the NHES:93 estimates are generally consistent with other survey sources. Observed differences can be attributable to age range differences, wording variations, and question context. While differences occur for some of the specific disabling conditions, the NHES:93 estimates for the various disabling conditions are generally similar to the CPS:92 estimates if comparisons are made for current conditions rather than conditions that ever existed. Comparison of the NHES:93 and the CPS:92 for the mother's education level and employment status are generally consistent. The differences that occur, particularly for the employment status, may be attributed to specific focus of the two surveys.

The NHES:93 School Safety and Discipline Component Comparisons

Data comparisons in this section cover some of the major topical areas of the SS&D component of the NHES:93, including school learning environment, victimization and school safety,

availability of alcohol and other drugs in schools, drug education, and education level and employment status of the mother. The sources for comparison of the NHES:93 SS&D estimates are the 1989 School Crime Supplement to the National Crime Victimization Survey, the 1988 National Education Longitudinal Study, and the 1988 Monitoring the Future. The NHES:93 estimates of the mother's employment status and highest grade completed are compared to CPS:92 data. The following section provides a brief description of these data sources. More detailed information is contained in Appendix A.

The School Crime Supplement of the National Crime Victimization Survey

The School Crime Report (Bastian and Taylor 1991), based on data from the 1989 SCS of the NCVS:89, provides the main comparative data for the NHES:93 school safety and victimization data.[4] The portions of the school crime report used for this comparative report focused on the following issues: personal crimes of theft and violence committed at school over the previous 6 months, victimization and avoidance behavior, weapons at school, security measures at schools, availability of alcohol and other drugs at school, and drug education.

Both the NCVS:89 and the NHES:93 were household surveys. The unweighted sample size for NCVS:89 was 10,449 respondents aged 12 through 19 years who had attended school at any time during the 6 months before the survey. The unweighted sample size for the NHES:93 for respondents aged 12 through 19 years currently attending or enrolled in school was 5,845. The interviews for NCVS:89 were conducted from January through June of 1989, a somewhat longer data collection period than that of the NHES:93, i.e., January through April of 1993. Response rates were 91 percent for the School Crime Supplement and 95 percent for the main NCVS:89.

The National Education Longitudinal Study of 1988

Comparisons between the NHES:93 and the NELS:88 came from weighted frequencies for selected variables from the User's Manuals for the base year parent and student components and from the student component of the first followup. Both the NELS:88 base year and the first followup were self-administered questionnaires for students and parents. The base year NELS:88 was administered to 24,599

[4]For the sake of simplicity, the NCVS:89 acronym will be used for all references to the School Crime Supplement of the National Crime Victimization Survey.

8th grade students enrolled in 1,057 public and private schools between February 1 and June 30, 1988. The first followup of NELS:88, conducted between January and June 1990, involved interviews with 19,646 members of the 8th grade cohort as 10th graders and a freshened sample of 1,060 10th grade students. In the NHES:93, 994 8th grade students and 925 10th grade students were interviewed. The completion rate for the NELS:88 base year survey was 93.4 percent for the 8th grade student component and 93.7 percent for the parent component. The completion rate for the student component for the first followup was 91.2 percent. Comparisons between NELS:88 and the NHES:93 are made for the following topics: school environment issues, school discipline issues, victimization at school, and drug and alcohol education.

Monitoring the Future, 1988

Monitoring the Future is an annual survey of high school seniors. The NHES:93 data on drug and alcohol education are compared to similar items in MTF:88, because the 1988 estimates were the most recent MTF:88 data available at the time this report was developed. MTF:88 was a self-administered survey conducted in the spring of 1988 with 16,795 high school seniors from 132 public and private schools. The completion rate for the MTF:88 was 83 percent. Only the 796 12th grade students in the NHES:93 are included in comparisons with MTF:88 data.

The 1992 October Current Population Survey

The CPS is conducted monthly to provide estimates of employment, unemployment, and other characteristics of the labor force. The U.S. Department of Education sponsors the October supplement, which provides specific information on educational topics. Approximately two-thirds of the CPS interviews were conducted on the telephone and one-third were personal interviews. The October CPS:92 sample, restricted to parents of students enrolled in grades 3 through 12 and ages 8 through 20 years, was 21,105, compared to 12,243 in the NHES:93. The response rate for the education supplement was 96.6 percent. CPS items on various characteristics of mothers are compared with NHES:93 SS&D items.

School Safety and Discipline Component Findings

School Learning Environment

The NHES:93 interview contained several items that were designed to measure parent and student perceptions of the school and classroom environment. These items encompassed academic challenge, enjoyment of school, mutual respect between pupils and teachers, and good discipline in the classroom. Each item had four response categories: strongly agree, agree, disagree, and strongly disagree. Responses of NHES:93 and NELS:88 parents of 8th grade students to the first two of these school environment items are shown in table 17. Parents of 8th grade students in the NHES:93 were more likely to report strong agreement than were parents of 8th grade students in NELS:88. For example, a significantly larger percentage of parents in the NHES:93 strongly agreed that their 8th grade child was challenged at school and enjoyed school (27 percent versus 17 percent for challenged and 31 percent versus 23 percent for enjoys school). The NELS:88 parent interview was self-administered, whereas the NHES:93 was administered over the telephone. It is possible telephone administration elicits a more favorable response from respondents.

Table 17.—NHES:93 and NELS:88 estimates of parents' perceptions of selected school environment issues for 8th grade students

Student environment issue	Parents' perceptions of school learning environment	
	NHES:93	NELS:88
Student challenged at school		
Strongly agree	27	17
Agree	56	60
Disagree	14	20
Strongly disagree	3	3
Student enjoys school		
Strongly agree	31	23
Agree	53	59
Disagree	12	14
Strongly disagree	3	4

NOTE: Percentages may not add to 100 due to rounding.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; Ingles, Steven J. et al., NELS:88 Base Year Parent Component Data User's Manual, National Center for Education Statistics, U.S. Department of Education, 1990, 38 (codebook).

Victimization at School

Table 18 shows 8th and 10th grade student responses about stolen items and involvement in fights at school for the NHES:93 and for NELS:88. The NELS:88 data were collected in the base year for 8th grade students and during the first followup in the 1989-90 school year when the students were in 10th grade. In NELS:88, students were asked how many times during the first semester of the current school year they had something stolen from them at school and how many times they got into a physical fight at school. Students in the NHES:93 were asked about personal experience with things being stolen from lockers or desks and being physically attacked or involved in fights during this school year. The NHES:93 estimates for both types of victimization for both grade levels are significantly lower than the NELS:88 estimates. For example, 16 percent of the NHES:93 8th grade students reported having something stolen from them at school compared to 49 percent for the NELS:88 8th grade students. Three percent of the NHES:93 10th grade students reported being involved in fights, compared to 18 percent of the NELS:88 10th grade students.

Table 18.—NHES:93 and NELS:88 estimates of the percentage of 8th and 10th grade students reporting victimization at school

Type of victimization	Percent reporting victimization at school			
	NHES:93		NELS:88	
	8th grade	10th grade	8th grade	10th grade
Something stolen at school[1]	16	13	49	44
Involved in fights[2]	5	3	23	18

[1] In the NHES:93, youth were asked about items stealing from desks or lockers. Students in the NELS:88 study were asked how many times they had something stolen from them at school.

[2] Wording for NHES:93 included being physically attacked or involved in fights, whereas NELS:88 included getting into a physical fight only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; Ingles, Steven J. et al., NELS:88 Base Year Student Component Data User's Manual. The National Center for Education Statistics, U.S. Department of Education, 1990, 32 (codebook); Ingles, Steven J. et al., NELS:88 First Follow-Up Student Component Data File User's Manual, Vol 1, the National Center for Education Statistics, U.S. Department of Education, 1992, 4 (codebook).

Question wording may be a source of some of the differences between the NHES:93 and the NELS:88 estimates. As noted above, the NHES question on theft specified things being stolen from lockers and desks, whereas the NELS:88 item was not restricted in this way. Another factor may be the mode of data collection. Although there is no clear evidence on this topic, a more anonymous method of administration may result in higher responses for questions that are threatening or socially undesirable in nature (Bradburn 1983). The NHES:93 was conducted on the telephone, and the NELS:88 was self-administered. While both methods are more anonymous than a personal interview, students may view self-administered questionnaires as more anonymous than telephone interviews, and thus be more likely to report both types of victimization. Another plausible reason may be that students were more willing to fabricate responses when not interacting with another person during the data collection.

Comparisons of the NHES:93 data on victimization with the NCVS:89 (Table 19) show a very different picture than the comparisons with the NELS:88. The NHES:93 estimates tend to be higher, but more consistent with the NCVS:89 estimates than with the NELS:88 data. With some exceptions, the NHES:93 estimates of victimization for violent[5] crimes and locker or desk theft at school were higher than for NCVS:89. As Table 19 shows, the NHES:93 estimates were significantly higher than

[5] Violent crime is defined as assault and robbery. Robbery is defined as theft by force or threat of force.

NCVS:89 estimates for total victimization and for property crimes for most student and school characteristics. In fact, the only nonsignificant differences in estimates of total victimization and of property crimes were for students in private schools, and for students in the 6th, 10th, 11th, and 12th grades.

The differences between the NHES:93 and NCVS:89 estimates for violent crime victimization were not as likely to be significant. Nevertheless, for several student and school characteristics, estimates of violent victimization of students were significantly higher for NHES:93 students than for NCVS:89 students: 7 percent versus 2 percent for males, 5 percent versus 2 percent for non Hispanic students, 5 percent versus 2 percent for public school students, 6 percent versus 2 percent for 6th graders, and 8 percent versus 3 percent for students in schools having gangs.

There could be a number of reasons for the differences in the victimization estimates between the NHES:93 and NCVS:89. One reason could be variation in question order and question wording and definitions of violent and property crimes. For example, in the NCVS:89, violent crimes included rape, which was not included in the NHES:93. Likewise, in the NCVS:89, property crimes included personal larceny with contact. It may be that these types of victimization reflect sensitive areas, and respondents may be hesitant to report them.

In addition to specific wording differences, there is some evidence to indicate that people, particularly young people, feel uncomfortable in admitting that they are victims. The NHES:93 questions on victimization followed questions about knowing about or witnessing incidents of crime at school. The NHES:93 questionnaire asked about stolen property and attacks or involvement in fights in a series of questions. Students were asked if they knew of things being stolen from lockers or desks and if they knew about any students or teachers being attacked or involved in fights during the current school year. Positive responses to either question led to followup questions about whether the student was worried about that happening to him or her and if it had happened to him or her that school year. The NCVS:89 questionnaire asked students if,

Table 19.—NHES:93 and NCVS:89 estimates of the percentage of students 12 through 19 years of age that reported at least one victimization at school, by selected student and school characteristics

Student and school characteristic	Percent reporting victimization at school					
	NHES:93			NCVS:89		
	Total	Violent	Property	Total	Violent	Property
Total	17	5	14	*	*	*
Sex						
Male	19	7	15	9	2	7
Female	16	3	14	9	2	8
Race						
White	17	4	14	9	2	7
Black	19	6	15	8	2	7
Other	19	6	15	10	2	8
Hispanic origin						
Hispanic	18	6	15	7	3	5
Not Hispanic	17	5	14	9	2	8
Type of school						
Public	18	5	15	9	2	8
Private	11	2	10	7	1	6
Grade in school						
6th	21	8	17	10	3	8
7th	22	6	18	9	2	8
8th	20	6	16	9	2	8
9th	21	6	17	11	3	9
10th	16	4	13	9	2	7
11th	13	2	11	8	2	7
12th	10	2	8	6	1	5
Gangs						
Present	24	8	19	12	3	9
Not present	14	3	12	8	2	7

* Total not available from published source

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES:93), spring 1993, Bastian, Lisa D., and Taylor, Bruce M., School Crime: A National Crime Victimization Survey (NCVS:89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCS-131645), Tables 1, 2, 15

during the last 6 months, anything was stolen from them while they were away from home; if anyone beat them up, attacked or hit them with something; if anyone took something directly from them by using force; and if anyone tried to rob them using force or threatening to harm them. Violent crimes included

rape, robbery, and simple and aggravated assault. Property crimes included personal larceny, with or without contact, and motor vehicle theft.

The sequential method of asking about victimization in the NHES:93 may account for a somewhat higher reporting of victimization than the NCVS:89 method. Also, the 4-year time span between the two data collection periods could have an effect on the difference in the estimates because of an increase in violent and property crimes in schools during that time period.[6]

Gangs at School. The NHES:93 and the NCVS:89 surveys derive different rates of victimization depending upon whether gangs are present in the schools. As presented in Table 19, the percentage of students who reported both the presence of gangs at school and at least one victimization in the NHES:93 was twice as high as the percentage of NCVS:89 students who reported the same (24 percent versus 12 percent). Table 20 presents a similar picture; overall, 37 percent of the NHES:93 students reported gangs at their schools compared to 15 percent of NCVS:89 students. These significant differences also held when estimates of students in the NHES:93 and students in the NCVS:89 were compared by sex, race, and Hispanic origin.

The question wording concerning gangs at school was different for each survey, which may account for the uniformly higher NHES:93 estimates. The NHES:93 asked students if any of the students at their school belonged to fighting gangs; NCVS:89 asked students if there were any street gangs at their school. Part of the explanation for the difference could be that student respondents in the NHES may have perceived fighting gangs as a broader definition than NCVS:89 respondents had for street gangs. In addition, schools, particularly urban schools, could also have experienced some increase in gang membership over the 4-year period between the two surveys.

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[6]While the School Crime Survey has not been repeated since 1988, data published by the Bureau of Justice Statistics in their annual *Criminal Victimization in the United States* reports show that, across the sampled age range, reports of violent crime inside school buildings or on school property increased from 9 percent in 1988 to 11 percent in 1991. Robbery reports decreased from 6.2 percent in 1988 to 4.6 percent in 1991, while reports of assault increased from 10 percent to 13.1 percent.

Table 20.—NHES:93 and NCVS:89 estimates of the percentage of students 12 through 19 years of age who reported gangs at school, by selected student characteristics

Student characteristic	Percent reporting gangs at school	
	NHES:93	NCVS:89
Total	37	15
Sex		
Male	38	16
Female	36	15
Race		
White	34	14
Black	43	20
Other	53	25
Hispanic origin		
Hispanic	53	32
Not Hispanic	35	14

SOURCES: U.S. Department of Education, National Center for Education statistics, National Household Education Survey (NHES), spring 1993, Bastian, Lisa D. and Taylor, Bruce M., School Crime, A National Crime Victimization Survey (NCVS:89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCS-131645), Tables 14, 16

Victimization and Avoidance Behavior. Both NCVS:89 and the NHES:93 contained questions about avoiding places at school out of fear. Specifically, the NHES:93 asked students if they stayed away from certain places in school or on school grounds because they were worried that someone might "hurt or bother" them. In contrast, the NCVS:89 asked students if they stayed away from places at school because they thought someone might "attack or harm" them there. One might expect that fewer students would think that someone might attack or harm them than may be worried that someone might hurt or bother them. However, as shown in Table 21, a significantly higher percentage of the NHES:93 students reported avoiding places at school, regardless of whether or not they had been victimized. For example, 35 percent of the NHES students who reported being victims of property crimes also indicated that they avoided places at school compared to 10 percent of the NCVS:89 students. Likewise, about one-fifth of the NHES students who were not property crime victims indicated that they avoided places at school compared to 6 percent of the NCVS:89 students. The percentage of students who were victims of violent crimes who reported avoiding places at school out of fear was also significantly higher in the NHES (45 percent compared with 25 percent for NCVS:89).

Table 21.—NHES:93 and NCVS:89 estimates of the percentage of students 12 through 19 years of age avoiding places at school out of fear, by type of victimization

Type of victimization	Percent reporting avoiding places	
	NHES:93	NCVS:89
Total	26	*
Any victimization		
Yes	37	12
No	19	5
Any violent victimization		
Yes	45	25
No	21	5
Any property victimization		
Yes	35	10
No	21	6

* Total not available from published source

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993. Bastian, Lisa D., and Taylor, Bruce M., School Crime: A National Crime Victimization Survey (NCVS-89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCS-131645), Table 19

As presented in Table 19, the NHES estimates for victimization in general were higher than the NCVS:89 estimates. As a result, the percentage of students who reported avoiding places because of potential victimization are apt to be higher. In addition, the variation in question wording might be a factor influencing the differences in estimates.

Weapons at School. Both the NHES:93 and NCVS:89 asked students if they brought something to school to protect themselves from being attacked or harmed. Given an increase in actual victimization between 1989 and 1993, as well as an increased fear of victimization, one might expect a somewhat higher percentage of NHES students bringing weapons to school to protect themselves. The estimates provided in Table 22 provide partial support for this notion. Specifically, NHES:93 estimates for bringing a weapon to school are significantly higher than those from the NCVS:89 for female students (3 percent versus 1 percent) and for Black students (8 percent versus 2 percent). Although higher in the NHES:93 than in the comparison source, estimates for bringing weapons to school were not statistically significant among male students, White students, students of other races, and Hispanic students.

Table 22.—NHES:93 and NCVS:89 estimates of the percentage of students 12 through 19 years of age reporting taking something to school to protect themselves

Student characteristic	Percent reporting taking something	
	NHES:93	NCVS:89
Total	4	2
Sex		
Male	4	3
Female	3	1
Race		
White	3	2
Black	8	2
Other	4	2
Hispanic origin		
Hispanic	4	2
Not Hispanic	3	2

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993. Bastian, Lisa D., and Taylor, Bruce M., School Crime: A National Crime Victimization Survey (NCVS 89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCS-131645), Table 25.

Security Measures at School. Table 23 presents estimates on security measures taken by schools. The NHES:93 asked students if their schools had security guards, teachers assigned to supervise the hallway, and a requirement that visitors sign in. In contrast, the NCVS:89 asked students if teachers monitored the halls during class changes, if anyone (else) patrolled the hallways, and if visitors were required to report to the school office. Most of the differences between the NHES:93 and NCVS:89 estimates of school security measures can likely be explained by the considerable variation in the wording of the questions.

The differences are most disparate between the estimates for security guards (NHES wording) and hall patrols (NCVS:89 wording) for male and female students and for white, non-Hispanic students (27 percent to 33 percent for NHES versus 63 percent to 65 percent for NCVS:89). Because asking about security guards is more specific and restrictive than asking about hall monitors, a difference in estimated could be expected. There are also large differences for requirements for visitors. For each student characteristic, 90 percent or more of NCVS:89 students responded that visitors were required to report to the office compared to 72 percent to 80 percent of the NHES students who reported that visitors were required to sign in. The difference may be between the more informal act of "reporting" versus more formal or official act of "signing in."

Table 23.—NHES:93 and NCVS:89 estimates of security measures taken at school, by selected student characteristics for students 12 through 19 years of age

Student characteristic	NHES:93			NCVS:89		
	Teachers monitor halls	Security guards	Visitors sign-in	Teacher monitor halls*	Hall patrols	Visitors report to office
Total	68	34	74	**	**	**
Sex						
Male	69	33	72	70	65	91
Female	68	34	77	72	65	92
Race						
White	66	27	73	70	63	91
Black	76	56	80	79	74	95
Other	69	53	73	51	66	90
Hispanic origin						
Hispanic	65	56	74	68	72	92
Not Hispanic	69	31	74	71	64	91

*Estimates are only for students who changed classrooms.

**Total not available from published source.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; Bastian, Lisa D., and Taylor, Bruce M., School Crime: A National Crime Victimization Survey (NCVS) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991 (NCJ-131645), Table 26.

Availability of Alcohol and Other Drugs in Schools

Both the NHES:93 and NCVS:89 asked about the availability of alcohol and other drugs at school. The focus of the questions differed between the surveys. The NHES:93 question was posed in a personal manner, while the NCVS:89 question was worded in a impersonal manner. Specifically, the NHES:93 asked students about the difficulty of getting alcohol and drugs at school or on the school grounds if they (themselves) wanted it. The NCVS:89 asked how easy or hard it would be for someone (anyone) to get alcohol or drugs at their school.

In addition, the response choices between the two surveys were not quite the same. The NCVS:89 categories of availability were "easy," "hard," "impossible," "don't know drug," and "don't know." The NHES:93 questionnaire categories were "very easy," "fairly easy," "hard," "nearly impossible," and "don't know." As noted earlier, all "don't know" categories for the NHES:93 were imputed. However, as noted previously, items response rates were very high in the NHES:93, and only small percentages of values were imputed for most variables. For comparative purposes, the NHES:93 "very easy" and "fairly easy" categories were collapsed. The NHES:93 asked about beer and wine separately from liquor, while NCVS:89 asked about alcoholic beverages. Both surveys singled out marijuana from other drugs. No comparisons were made for drugs other than alcohol and marijuana since the published NCVS:89 report presented other drugs individually, and the NHES:93 did not ask about any other drugs individually.

Despite the apparent differences in the question wording and category choices, there were no significant differences between the estimates of availability of alcohol and marijuana for the easy and hard categories (Table 24). For both samples, about one-third indicated that alcohol was easy to get at school, and about one-third reported that alcohol was "hard" to get. About the same percentage of students also reported that marijuana was "easy" to get at school. While there were statistically significant differences between the NHES:93 and the NCVS:89 "impossible" category for both alcohol and for marijuana, the differences would not be significant if the "not known" and "impossible" categories for NCVS:89 were combined (36 percent for the NHES versus 38 percent for NCVS:89 for alcohol; 44 percent for the NHES versus 41 percent for NCVS:89 for marijuana).[7] It is conceivable that in schools

[7]Only 1 percent of the NCVS:89 sample chose the "drug not known" category for alcohol and marijuana.

in which marijuana is "impossible" to obtain, students would have never encountered it on campus nor ever tried, or they would not know if it could be obtained or not.

Table 24.—NHES:93 and NCVS:89 estimates of the percentage of students 12 through 19 years of age reporting availability of marijuana and alcohol at school

Ease of availability	Percent reporting availability of alcohol and marijuana			
	NHES:93		NCVS:89*	
	Alcohol	Marijuana	Alcohol	Marijuana
Easy	33	32	31	30
Hard	31	24	31	27
Impossible	36	44	16	16

* NCVS 89 percentages do not add to 100 percent because the not known or missing category is not presented

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993. Bastian, Lisa D., and Taylor, Bruce, M., School Crime: A National Crime Victimization Survey (NCVS 89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCJ-131645), Table 3.

Table 25 presents the estimates on the availability of alcohol at school for various student and school characteristics. The NHES and NCVS:89 estimates for alcohol availability are very similar. In fact, only one statistically significant difference is observed. Specifically, more 9th grade students in the NHES:93 reported that alcohol was available than did 9th grade students in the NCVS:89 (76 percent versus 65 percent).

Table 25.—NHES:93 and NCVS:89 estimates of availability of alcohol at schools, by selected student and school characteristics for students 12 through 19 years of age

Student characteristic	Percent reporting availability of alcohol			
	NHES:93		NCVS:89	
	Available	Not available	Available	Not available
Total	64	36	*	*
Sex				
Male	63	37	63	16
Female	65	35	61	15
Race				
White	64	36	63	16
Black	68	32	60	15
Other	61	39	54	21
Hispanic origin				
Hispanic	62	38	56	18
Not Hispanic	64	36	63	16
Type of school				
Public	66	34	63	14
Private	46	54	52	36
Grade in school				
6th	39	61	42	30
7th	49	51	54	20
8th	55	45	54	22
9th	76	24	65	10
10th	76	24	68	12
11th	73	27	73	10
12th	70	30	75	12

* Total not available from published source

NOTE: NCVS:89 percentages do not add to 100 percent because the not known or missing category is not presented.

NOTE: For NHES:93 estimates, alcohol is considered to be "available" if reported to be "very easy," "fairly easy," or "hard" to get. Alcohol is considered "not available" if reported to be "impossible" to get. For NCVS:89 estimates, alcohol is considered to be "available" if reported to be "easy" or "hard" to get. If reported to be "impossible" to get, alcohol is considered "not available."

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993. Bastian, Lisa D., and Taylor, Bruce, M., School Crime: A National Crime Victimization Survey (NCVS:89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCJ-131645), Tables 11, 12.

Table 26 presents estimates of the availability of drugs at school for selected student and school characteristics. There is more dissimilarity between the NHES and NCVS:89 estimates for drug availability than for availability of alcohol. In several cases, a significantly smaller percentage of respondents in the NHES survey than in the NCVS:89 survey responded that drugs were available at school.[8] This was true for males and females, whites, non-Hispanics, students in public and private schools, students in 7th and 11th grades, and students in schools where no gangs were present. For example, 58 percent to 60 percent of White, non-Hispanic, male students, and female students reported that drugs were available at school compared to 66 percent to 69 percent of the NCVS:89 respondents. Some of the largest differences in the percentages between the NHES and the NCVS:89 estimates in the availability of drugs at schools were for 7th grade students (40 percent versus 61 percent), private school students (33 percent versus 52 percent), and students at schools where gangs were not present (50 percent versus 66 percent). For all of the other student and school characteristics, there were no significant differences between the NHES and the NCVS:89 estimates.

One possible reason for the difference in the estimates of availability of drugs at school between the two surveys could again be the wording of the questions. The NHES questionnaire listed two categories of drugs: marijuana and other drugs. The NCVS:89 questionnaire listed five categories of drugs: marijuana, cocaine, crack, uppers/downers, and other illegal drugs. Because the NHES questionnaire did not ask about different types of drugs individually as did the NCVS:89, NHES respondents may have underreported the availability of drugs at school. Listing each type of drug helps to jog memories and elicit responses about the different types of drugs. This situation is similar to that noted earlier, in which listing different types of alcohol separately resulted in higher responses for the availability of alcohol at school. Uppers, downers, and other illegal prescription medicines, in particular, might not be thought of as drugs, except by more "knowledgeable" respondent groups, such as older students and students in schools where gangs are reported.

[8]For both the NHES and the NCVS, the available category includes students who responded that drugs were either easy or hard to get at school, and the not available category includes students who responded that drugs were impossible to get at school.

Table 26.—NHES:93 and NCVS:89 estimates of availability of drugs, by selected student and school characteristics for students 12 through 19 years of age

Student and school characteristic	Percent reporting availability of drugs			
	NHES:93		NCVS:89	
	Available	Not available	Available	Not available
Total	60	40	*	*
Sex				
Male	59	41	69	12
Female	60	40	66	11
Race				
White	58	42	69	11
Black	67	33	67	11
Other	60	40	58	18
Hispanic origin				
Hispanic	62	38	64	12
Not Hispanic	59	41	68	11
Type of school				
Public	62	38	70	9
Private	33	67	52	36
Grade in school				
6th	37	63	50	26
7th	40	60	61	17
8th	49	51	60	20
9th	68	32	69	7
10th	72	28	73	7
11th	69	31	79	5
12th	74	26	78	6
Gangs				
Present	75	25	78	6
Not present	50	50	66	13

* Total not available from published source

NOTE: NCVS:89 percentages do not add to 100 percent because the not known or missing category is not presented.

NOTE: NHES:93 estimates are for either/both of marijuana and other drugs. NCVS:89 estimates are for either/some combination of marijuana, cocaine, crack, uppers/downers, and other drugs.

NOTE: For NHES:93 estimates, drugs are considered to be "available" if reported to be "very easy," "fairly easy," or "hard" to get. Drugs are considered "not available" if reported to be "impossible" to get. For NCVS:89 estimates, drugs are considered to be "available" if reported to be "easy" or "hard" to get. If reported to be "impossible" to get, drugs are considered "not available."

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; Bastian, Lisa D., and Taylor, Bruce, M., School Crime: A National Crime Victimization Survey (NCVS:89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCJ-131645), Tables 4, 5.

Drug Education in Schools

In addition to questions about the availability of alcohol and other drugs at school, the NHES and NCVS:89 asked about drug education classes at school (Table 27). The NHES questionnaire contained a series of four questions for student respondents about different ways that alcohol or other drug education can be presented at school. Due to the wording of the NHES and NCVS:89 items, two of these four questions from NHES:93 were used for comparative purposes with NCVS:89. Those two questions asked if the students received drug or alcohol education as part of a regular course and if they had received a special course about alcohol or other drugs in the current school year. The NCVS:89 questionnaire contained one question asking if students attended any drug education classes in the last 6 months.

Several NHES estimates of the percentage of students who reported that they had attended a drug or alcohol education class were significantly higher than the NCVS:89 estimates. For example, 57 percent of males and 58 percent of females reported attending alcohol or other drug education classes compared to 39 percent of NCVS:89 males students and 40 percent of NCVS:89 female students (Table 27). NHES estimates were also significantly higher for students of each race and for each grade with the exception of 6th grade.

There are several possible explanations for the differences in the estimates. The NHES respondents received two questions, where as the NCVS:89 respondents received only one, and the NHES questions were more specific in nature. Also the NHES:93 questions were asked in the context of a survey about school, which may have focused students and aided their recall of alcohol/drug education programs. Part of the reason for the differences may be that more schools are providing alcohol and drug education classes to a broader spectrum of grades as a result of the 1986 Drug-Free Schools and Communities Act (DFSCA). Which required school districts to adopt programs designed to prevent the use of illicit drugs and illegal use of alcohol by students. Between 1988 and 1993, there was sufficient time for more schools to implement drug and alcohol education classes at all grade levels, so more students would report attending those programs by 1993.

Table 27.—NHES:93 and NCVS:89 estimates of drug education classes, by selected student and school characteristics for students 12 through 19 years of age

Student and school characteristic	Percent reporting having taken drug education classes			
	NHES:93		NCVS:89	
	Yes	No	Yes	No
Total	58	42	*	*
Sex				
Male	57	43	39	61
Female	58	42	40	60
Race				
White	57	43	40	60
Black	61	39	36	64
Other	61	39	39	61
Hispanic origin				
Hispanic	63	37	38	62
Not Hispanic	57	43	40	60
Type of school				
Public	58	42	39	61
Private	54	46	41	59
Grade in school				
6th	71	29	56	44
7th	68	32	48	52
8th	66	34	47	53
9th	58	42	36	64
10th	58	42	35	65
11th	46	54	33	67
12th	40	60	27	73

* Total not available from published source

NOTE: NHES:93 data include alcohol and other drug education

NOTE: NHES:93 estimates reflect education during the current school year. NCVS:89 estimates reflect education in the previous six months.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993, Bastian, Lisa D., and Taylor, Bruce, M., School Crime: A National Crime Victimization Survey (NCVS:89) Report, U.S. Department of Justice, Bureau of Justice Statistics, September 1991, (NCJ-131645), Tables 11, 12

Estimates about alcohol and other drug education in selected grades are also available from the NELS:88 and from MTF:88 (table 28). Experiences of 10th grade students with alcohol and drug education did not differ significantly in the NHES:93 and NELS:88 (80 percent and 82 percent) despite the fact that NELS data are for students who were in the 10th grade during the 1989-90 school year. However, the comparison of NHES:93 and MTF:88 estimates reveals a small, but significant difference (80 percent versus 77 percent). One reason for the difference could be that, unlike the NHES:93, the MTF:88 questions focused on drug education only.

This difference may also be due in part to the fact that the NHES:93 estimate includes all 9th through 12th grade students, while the MTF:88 estimate includes only students in 12th grade. However, the inclusion of 9th through 12th grade students in the NHES estimate was thought to provide the most meaningful comparison with the MTF:88 data because of wording differences. Because the NHES:93 question asked about alcohol/drug education during the current school year and the MTF:88 asked about drug education in high school with no specification on when the education occurred, the NHES:93 estimates are for all 9th through 12 grade students.

Table 28.—NHES:93, NELS:88, and Monitoring the Future (MTF:88) estimates of drug and alcohol education courses in high school

Availability and presentation method of course	Percent reporting having taken drug education classes			
	10th grade only		9-12th grade	12th grade
	NHES:93	NELS:88	NHES:93	MTF:88*
Drugs and alcohol courses, lectures, or information provided at school	80	82	80	77
Drug and alcohol education presentation method				
Special course	26	--	24	23
Part of regular course	52	--	44	75
Outside of regular course	56	--	58	40
Other method of presentation	35	--	38	22

-- = Not available.

* Questions for MTF 88 specify drug education only.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993. Ingles, Steven J., et al., NELS 88 First Follow-Up Student Component Data User's File, Vol. 1, The National Center for Education Statistics, U.S. Department of Education, 1992, 28 (codebook); Bachman, Jerald, G., Johnston, Lloyd, D., and O'Malley, Patrick, M., Monitoring the Future Questionnaire Responses from the Nation's High School Seniors, 1988, Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1991, 122.

A somewhat more varied picture appears in the comparisons of each of the four different presentation methods of drug education. Both the NHES:93 and the MTF:88 listed four presentation methods for drug education: a special course, part of a regular course, outside of a regular course, and other activity. The percentage of students who reported that they had received a special course on drug education were nearly identical for the NHES:93 and the MTF:88 (24 percent and 23 percent respectively). A significantly higher percentage of MTF:88 students reported having drug education as part of a regular class than did the NHES:93 students (75 percent versus 44 percent). For the other two presentation methods, a significantly higher percentage of the NHES:93 students indicated that they received drug education outside of a regular course (58 percent versus 40 percent) or in another type of school activity (38 percent versus 22 percent).

A likely explanation for these differences is the difference in the recall period between the NHES:93 and the MTF:88. The NHES:93 respondents were asked about drug education in the current school year, while the MTF:88 12th grade respondents were asked about drug education during high school. Because some of the older students may not have had a drug education course since their freshman or sophomore year, they may have been less apt to recall the experience. Likewise, younger high school students in the NHES:93 may not have had the regular course by the time of the interview. However, the percentage of students who reported that they received a special course on drug education was almost identical. A special course on drug education may be more salient than other presentation methods.

Wording variations could also explain some of the differences between the NHES:93 and the MTF:88 in the three drug education presentation methods for which the estimates are not similar. For drug education as part of a regular course, the MTF:88 specifically asked about films, lectures, or discussion in regular courses, while the NHES:93 asked if the alcohol or other drug education was part of one of the regular courses, like science, health, or physical education. Listing the specific types of presentation methods as in the MTF:88 could have helped respondent recall. For the drug education methods outside of regular courses category and for other methods of presentation, the wording may be too disparate for direct comparison. The NHES:93 specifically asked about drug education at assemblies or demonstrations, while the MTF:88 asked about films or lectures outside of regular courses. For other methods of presentations, the NHES:93 asked about drug education in other school activities or clubs, while the MTF:88 question for other drug education experiences included special discussions ("rap" groups) about drugs.

It is very likely, however, that a key component of differences lies in lack of item reliability. In an NHES:93 reinterview study to test response variability, items associated with drug education courses were found to be fairly unreliable, that is, there were relatively high levels of inconsistency between the original interview response and a reinterview response obtained about 2 to 4 weeks after the original interview (Brick et al. 1997).

SS&D Selected Characteristics of the Mother

Table 29 presents the NHES:93 and the CPS:92 estimates for the mother's education level and employment status for students in grades 3 through 12. The estimates suggest slightly different distributions of mothers' educational attainment across the two surveys. For example, significantly fewer mothers in the NHES had less than a high school education, as compared with mothers in the CPS:92 (13 percent versus 18 percent). Similarly, there is a small but significant difference in percentages of mothers having a college degree (10 percent for the NHES:93 and 13 percent for the CPS:92). The NHES:93 estimates are also significantly lower than those of the CPS for mothers who are employed (69 percent versus 73 percent) and for mothers who are in the labor force (74 percent versus 78 percent). One explanation for these discrepancies in employment and labor force status is the difference in the variables used for comparative purposes. The CPS has a more extensive set of questions for determining labor force status than the NHES:93, and there is some variation in the order of the questions, which may have an effect on the responses.

As noted earlier, the definition of the "mother" between the two surveys may also explain some of the differences. While mothers (natural, step, and adopted) and female guardians are included in the CPS:92 definition of the mother, the CPS:92 relationships are generally defined with respect to the head of the household, not with respect to the relationship to the child as was done for the NHES:93. The computer matching done to identify the mother in the CPS was not as precise as the NHES method where the questionnaire was specifically designed to identify the mother or female guardian of the subject child. A larger percentage of the CPS:92 than the NHES:93 students had no mother in the household (8 percent versus 3 percent), which might affect the estimates.

Table 29.—NHES:93 and CPS:92 estimates of selected characteristics of mothers of students in grades 3-12

Characteristic of mother	NHES:93	CPS:92
Education level		
Less than high school	13	18
High school diploma or equivalent	39	37
Some college or vocational/technical training	30	26
Bachelor's degree	10	13
Graduate school or professional degree	8	7
Employment status		
Employed	69	73
Not employed	31	27
In labor force	74	78
Not in labor force	26	22

NOTE: Percentages may not add to 100 due to rounding.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993; U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS) - October Education Supplement, 1992.

School Safety and Discipline Comparisons Summary

Findings from the SS&D component are generally consistent with findings from other surveys. On school environment issues like academic challenge and enjoyment of school, where the wording is similar, the estimates tend to be similar. However, for the other environmental issues presented in this report, mutual respect between students and teachers and discipline in the classroom, the wording may not have been close enough for an adequate comparison. Wording consistency was also a problem for comparisons on school discipline issues.

For the comparisons on the various school victimization issues, the NHES estimates were generally consistent, although frequently higher than the NCVS:89 estimates. Question wording may explain many of the differences between the two surveys. The NHES:93 and the NCVS:89 estimates about the availability of alcohol and marijuana tend to be similar despite differences in the response categories. Some differences are found between the NHES and the NCVS:89 estimates for the availability of other types of drugs at school. Generally, those differences can be attributed to the fact that there was less specificity in naming other types of drugs in the NHES:93 questionnaire, which may have affected response variations.

Overall, similar estimates for receiving alcohol and other drug education were found across the several surveys compared with the NHES:93. There was more variability for the different presentation methods for drug education. Wording variations and recall periods probably explain the differences for the drug education presentation methods.

There were some differences between the NHES:93 and the CPS:92 estimates for selected characteristics of the mother. These differences may be the result of the inability to precisely identify the mother or female guardian in the CPS and the more exacting specificity of labor force participation in the CPS.

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Appendix A

Summary of Data Sets

Summary of Data Sets

This summary of the data sets used in this report was compiled from several sources, including discussions with staff members who work on the surveys. The primary source for the descriptions of these surveys, however, was *Researching the Family* (Zill and Daly 1993).

Current Population Survey,
Education Supplement (CPS)

TITLE

Current Population Survey, Education Supplement (CPS)

PURPOSE

The purpose of the CPS is to provide estimates of employment, unemployment, and other characteristics of the labor force, the population at large, and various subgroups of the population. The October Education Supplement provides specific information on the educational status of individuals in the population by demographic and socioeconomic characteristics.

SPONSORSHIP

The CPS has been jointly sponsored by the Bureau of Labor Statistics and the Bureau of the Census, with data collection conducted by the Census Bureau. The Department of Education sponsors additional questions in the Education Supplement.

DESIGN

The CPS is designed to be representative of the civilian, noninstitutionalized population of the United States, including Armed Forces personnel living off base or on base with their families. The CPS uses a probability sample based on a multistage stratified sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample. No oversampling is done of minority or low-income areas.

The total sample size is approximately 71,000 households per month; about 57,000 households are successfully interviewed. The household respondent must be a knowledgeable household member aged 14 years or more; this respondent provides information for each household member. The questions in the school enrollment supplement are asked about all persons aged 3 or more in the household. The sample size for children in each one-year age group is approximately 2,000.

PERIODICITY

The supplement has been conducted each October since 1946. Plans include retaining this supplement in the future.

Current Population Survey, Education Supplement (CPS)

CONTENT

The basic school enrollment supplement contains questions on highest grade completed, enrollment status, grade or level, and type of school (public or private). For preschool children, the question of enrollment in nursery school/preschool is explored, but enrollment in other child care programs is not. The October 1990 supplement contained questions relating to the home activity of children in the household. The October 1992 supplement gathered information on child care and educational experiences.

LIMITATIONS

The definition of enrollment in an educational program as enrollment in "nursery school" is problematic at this time. Most child care programs for 3- and 4-year-olds have an educational component, but parents may not classify the program as "nursery school" or "preschool." Consequently, there are no data on children in settings other than "nursery school" or "preschool," and there is probably an undercounting of enrollment in these "educational" programs for this age group. Experience obtained through the NHES suggests that parents are not consistent in classifying day care centers as "school."

AVAILABILITY

The Census Bureau usually releases reports on supplement data approximately 3 to 6 months after data collection, and final reports within 12 to 18 months. Published tabulations on school enrollment are available in the Current Population Reports, Series P-20.

Public use microdata files are available from the Bureau of the Census for months in which there is a supplement; these files are usually made available within 6 months to 1 year after data collection.

For information about the availability of data for a particular month, contact

Data User Services Division
U.S. Bureau of the Census
Washington, D.C. 20233
301/457-4100

For further information on the content of CPS files, contact

Current Population Surveys Branch
Demographic Surveys Division
U.S. Bureau of the Census
Washington, D.C. 20233
301/457-3811

Current Population Survey,
Education Supplement (CPS)

For further information on the October supplement, contact

Bob Kominski or Wendy Bruno
Population Division
U.S. Bureau of the Census
Washington, D.C. 20233
301/457-2464

Monitoring the Future, 1988

TITLE

Monitoring the Future, 1988

PURPOSE

One of the study's main purposes is to gather information on the prevalence and incidence of the illicit drug use of high school seniors. In addition, it contains questions designed to describe and explain changes in many important values, behaviors, and lifestyle orientations of American youth. The sample was expanded in 1991 to include 8th and 10th grade students.

SPONSORSHIP

The study has been designed and is carried out by The Survey Research Center, Institute for Social Research, University of Michigan. Funding for the study has been provided by a research grant from the National Institute on Drug Abuse.

DESIGN

Monitoring the Future is a national survey of high school seniors in approximately 125 public and private schools in the coterminous United States. A multistage probability sample method is used, selecting geographically defined primary sampling units, high schools within units, and seniors within high schools. The final sample size varies year to year but is generally around 16,000 to 17,000 seniors. The response rate has ranged from 77 percent to 84 percent. The data are collected through self-administered questionnaires completed in a supervised classroom setting. A subsample of 2,400 students from each class has been randomly selected and followed longitudinally for more than 10 years.

From 1975 to 1988, five different questionnaire forms were used and distributed to five virtually identical subsamples; thus, questions appearing on only one form were administered to a random one-fifth of the total sample. Beginning in 1989, a sixth form was added, and thereafter, questions appearing on only one form are administered to a random one-sixth of the total sample. About one-third of each form contains core questions which are common to all forms.

PERIODICITY

The study was first conducted in the spring of 1975 and has been conducted annually since then.

Monitoring the Future, 1988

CONTENT

This study primarily focuses on drug use and attitudes related to it. Questions are also asked about other delinquent behaviors in the last year. Some other topics include attitudes about government, social institutions, race relations, changing roles for women, educational aspirations, occupational aims, and marital and family plans. Questions on background and demographics were also included.

LIMITATIONS

Those who have dropped out of school by the spring of senior year (about 15-20 percent) are not included in this study. There may also be a bias introduced by not including absentee students. However, the researchers included a question in the study asking students how many days of school they had missed in the previous 4 weeks. Assuming that the absence on the day of the administration of the survey is a random event, the researchers were able to use students with high absentee rates to represent all students with such an absentee rate. Absentees as a group have a much higher than average use of all licit and illicit drugs. However, they found that this group is such a small proportion of the total target sample that they do not affect cross-time trend estimates. Users of the data can find the necessary components needed to do corrective weighting for absenteeism if they choose.

Although this survey is very rich in data on drug use and attitudinal questions, there is a limited information on characteristics of the respondents' families. Furthermore, though the sample is large, only the core set of questions are asked of all respondents. For the preponderance of questions, data are available on only one-fifth of the sample through 1988 (one-sixth thereafter).

The survey from the class of 1975 was subject to missing data problems. Followup surveys of the class of 1976 were subject to low response rate problems. Changes in procedures in 1978 have put the response rates over 80 percent on followups of the class of 1977 and subsequent classes.

AVAILABILITY

The Survey Research Center produces a publication annually which presents descriptive results on each variable by sex, race, religion, college plans, and drug use.

Patrick O'Malley
Institute for Social Research
University of Michigan
Ann Arbor, MI 48106-1248
313/763-5043

The 1991 National Health Interview Survey

TITLE

The National Health Interview Survey (NHIS)

PURPOSE

The NHIS was intended to provide a continuing picture of the health status of the U.S. population based on respondent self-reports of health-related experiences and attributes.

SPONSORSHIP

The NHIS is sponsored by the National Center for Health Statistics (NCHS).

DESIGN

The NHIS is a cross-sectional household interview survey of the civilian, noninstitutionalized population of the 50 states and the District of Columbia. The multistage probability sample of the NHIS permits continuous sampling of households. Data gathered over a year form the basis for annual estimates of health characteristics of the population. In 1991, the basic health questionnaire was given to 46,761 households containing 120,032 individuals. All adult members of the household (17 years of age and older) who are at home at the time of the in-person interview are eligible respondents. One self-designated adult responds for other adults not at home. Generally the mother responds for the children.

PERIODICITY

The NHIS is conducted annually.

CONTENT

The 1991 NHIS covered the incidence, medical attention, and associated restriction in activity for acute conditions; incidence of injuries, restricted activity associated with injury, and impairment due to injury; prevalence of reported chronic conditions; limitations of activity due to chronic conditions; restricted activity due to acute and chronic conditions; respondent-assessed health status; rate and interval of last physician contact; hospitalization episodes, discharges, and average length of stay.

LIMITATIONS

The NHIS does not include some of the least healthy segments of the population that reside in long-term care or residential institutions. The illness experience and use of medical care by persons who die during the course of the year are also under-represented. Only persons aged 17 and older can be respondents and one adult aged 19 or older can respond for everyone in the family. Children and teenagers under 17 are not permitted to respond for themselves. Diagnostic categories are probably not well defined, and the household respondent can usually only pass on

the diagnostic information that a physician has given to the family. Acute conditions or injuries are counted in the NHIS only if they result in restricted activity.

AVAILABILITY

Data from the NHIS are published by the NCHS in Vital and Health Statistics, Series 10. Public use tapes are available from the

Systems and Programming Branch
Division of Health Interview Statistics
National Center for Health Statistics
Center Building, Room 2-44
3700 East-West Highway
Hyattsville, MD 20782
301/436-7089

Ann Hardy, Ph.D.
Illness and Disability Statistics Branch
Division of Health Interview Statistics
National Center for Health Statistics
6525 Belcrest Road, Room 850
Hyattsville, MD 20782
301/436-7089

The 1988 National Health Interview Survey
Child Health Supplement

TITLE

1988 Child Health Supplement (CHS) to the National Health Interview Survey (NHIS)

PURPOSE

The 1988 CHS was designed to provide more detailed information on the physical and mental health, school performance, and behavior of children than is provided in the basic health and demographic survey. Specifically, it covers the topic of child care.

SPONSORSHIP

The CHS was designed by the National Center for Health Statistics (NCHS). It was sponsored by the National Institute of Child Health and Human Development (NICHD) and the Maternal and Child Health (MCH) Division of the Health Resources and Services Administration.

DESIGN

The CHS is a component of the NHIS. The NHIS conducts a continuous sampling of the civilian, noninstitutionalized population of the 50 states and the District of Columbia. Data gathered over a year form the basis for annual estimates of health characteristics of the population. In 1988, the basic health questionnaire was given to 47,485 households containing 122,310 individuals. All adult members of the household (those 17 years old and above) who are at home at the time of the in-person interview are invited to participate and respond for themselves. One self-designated adult responds for other adults not at home. Generally the mother responds for the children.

For the CHS, additional information was gathered for one child age 17 or younger in each family having such a child. In families having more than one eligible child, one was selected at random. A knowledgeable adult member of the household, usually the biological mother, served as a proxy respondent for each selected child. Approximately 17,000 children were included in the 1988 CHS; child care questions were asked about the 6,209 children under the age of 6.

PERIODICITY

The first CHS was conducted in 1981 and the second in 1988. The current plan is to repeat some of the 1988 child care questions in the 1995 and 1996 data collections.

CONTENT

The 1988 CHS covered the following topics: the exact relationship between the child and each other household member; child care arrangements (for children under 6 only); contact with biological parents who live outside the household; the biological mother's marital history; residential mobility; circumstances surrounding birth; prenatal care; accidental injuries; chronic medical conditions and their effects; smoking in household (current) and during pregnancy; preventive health care and habits; behavior in school; need for or use of psychological counseling;

behavior problems; and sleep habits. The data collected on the CHS can also be linked to data from the basic health and demographic survey, so that additional individual data on the children, as well as background data on the family, are available.

LIMITATIONS

Only one child is selected in each family to be the subject of the CHS interview. This situation precludes analyses of intrafamilial variations in the child care arrangements of children.

Overall, the sample of children covered in the CHS is relatively large. However, the child care questions are asked only for children under 6 age, and the sample size for this group is about 1,000 per year of age. As a result, estimates constructed for racial/ethnic groups may be problematic.

Data are not available for the 6- to 8-year-old groups. Also, questions do not cover the educational environment in the home.

AVAILABILITY

Data from the NHIS are published by the National Center for Health Statistics in Vital and Health Statistics, Series 10. Public use tapes for the 1988 Child Health Supplement are currently available from the

Systems and Programming Branch
Division of Health Interview Statistics
National Center for Health Statistics
Center Building, Room 2-44
3700 East-West Highway
Hyattsville, MD 20782
301/436-7089

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Illness and Disability Statistics Branch
Division of Health Interview Statistics
National Center for Health Statistics
6525 Belcrest Road, Room 850
Hyattsville, MD 20782
301/436-7089

The 1989 National Crime Victimization Survey
School Crime Supplement

TITLE

The 1989 National Crime Victimization Survey (NCVS:89) School Crime Supplement (SCS)

PURPOSE

The 1989 SCS was designed to provide detailed information on personal crimes of violence and theft that were committed inside a school building or on school property only.

SPONSORSHIP

The SCS of the NCVS:89 was cosponsored by the National Institute of Justice and the Bureau of Justice Statistics (BJS).

DESIGN

The SCS is a component of the NCVS:89. The NCVS:89 is a household survey designed to gather information from civilian residents living in the United States including persons living in group quarters. Individuals age 12 or older living in units designated for the sample were eligible to be interviewed. The NCVS:89 uses a stratified, multistage cluster sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample.

Approximately 62,700 housing units and other living quarters were designated for the sample. One member, generally over age 18, is designated the household respondent, from whom information is obtained about all crimes committed against the household during the preceding 6 months. The eligible respondents for the SCS were those household members who were between the ages of 12 and 19, had attended school at any time during the 6 months preceding the interview, and were enrolled in a school which could award a diploma. The number of valid respondents for the SCS was 10,499.

PERIODICITY

The NCVS:89 was begun in 1973, and data have been collected regularly since then. Households are interviewed twice a year for 3 years. New households are added to the survey each interview period. The first School Crime Supplement was conducted in 1989. There is no current plan to repeat the school crime supplement.

CONTENT

The 1989 SCS covered the following topics: the school environment including school discipline policy, drug education classes, availability of alcohol and other drugs in school, incidence of gang membership, student attacks on teachers; crime victimization at school including violent and

property crimes; and fear and avoidance behavior at school. The data collected on the SCS can also be linked to data from the basic crime survey, so that additional crime data on the household, as well as background data on the household are available.

LIMITATIONS

The survey currently does not collect any victimization data on persons under 12 (age, sex, race, and origin are the only data available on children under 12. Since July 1986, respondents aged 12 and 13 have been interviewed directly rather than by proxy as was previous done. If the adults in the household refuse to allow the interview with the 12- or 13-year-old, an adult is interviewed as a proxy. The sample of students covered in the SCS is relatively large.

AVAILABILITY

Data from the NCVS:89 are published by the Bureau of Justice Statistics in Criminal Victimization in the United States and in School Crime: A National Crime Victimization Survey Report. Public use tapes for the 1989 National Crime Victimization Survey School Crime Supplement Survey are currently available from the

Inter-University Consortium for Political and Social Research
National Archive of Criminal Justice Data
University of Michigan
P.O. Box 1248
Ann Arbor, MI 48106-1248
800/999-0950

For information about reports, contact:

NCJ Reference Service
P.O. Box 6000
Rockville, MD 20850
800/732-3277

National Child Care Survey (NCCS), 1990

TITLE

National Child Care Survey (NCCS:90), 1990

PURPOSE

The three main purposes were (1) to describe existing patterns of parental employment and use of child care and other early childhood programs; (2) to examine how personal characteristics and preferences of parents, as well as the characteristics of child care options available to them, are linked to their child care choices; and (3) to describe the characteristics of out-of-home care for these children, focusing particularly on family day care.

SPONSORSHIP

The sponsoring organization was the National Association for the Education of Young Children, and the sponsoring agency was the Administration for Children, Youth and Families. The two organizations jointly funded the Urban Institute to conduct the study.

DESIGN

NCCS:90 consisted of three different data-gathering efforts, including (1) a telephone survey of a nationally representative sample of households with children under age 13 (the Parent Survey), (2) interviews with a subsample of providers of child care/early childhood education for the children in this national sample, identified by their parents (the Linked Provider Study), and (3) interviews with a representative sample of providers of care in their own homes identified through screening households for the parental survey (the Family Day Care Home Study).

National Child Care Survey, Parent Survey. The telephone survey included interviews with 4,397 households in 100 primary sampling units (PSUs)--the same set of randomly selected PSUs used in the Department of Education's Profile of Child Care Settings Study. The main sample included about 1,500 households with a youngest child under 3 years, 1,500 households with a youngest child between 3 and 5, and 1,500 households with a youngest child between 6 to 12 years. In addition, about 1,000 low-income households with children were oversampled; approximately 330 of these households had youngest children in each of the three age groups defined above. Most families in the oversample were black or Hispanic. Respondents were located through a random digit dialing (RDD) method and interviews were conducted using computer assisted telephone interviewing (CATI).

Linked Provider Study. Data were gathered by asking parents to provide telephone numbers of their center-based and family day care providers. Approximately 150 of these providers were interviewed.

Family Day Care Home Study. Approximately 162 individuals who provided care in their homes were identified and interviewed. The interviews were conducted with the same instrument used for the family day care providers identified by parents.

National Child Care Survey (NCCS), 1990

PERIODICITY

The survey was conducted once, in the fall-winter of 1989; no updates or related collection efforts are planned at present.

CONTENT

The NCCS:90 examined information on usage of child care and preschool programs, including scheduling, type of arrangement, factors determining arrangement, cost of care, an assessment of the quality of care, characteristics of alternative child care arrangements, and employment characteristics of parents, including type of employment, employment history, and availability and type of benefits.

LIMITATIONS

This survey was conducted only one time; it will not provide a monitor over time for patterns of child care preferences or for characteristics of child care settings.

The survey did not include questions about the child's home environment.

AVAILABILITY

The final report, "The National Child Care Survey, 1990" and related reports, "Caring for Children in Low Income Families," and "Family Day Care in the U.S., 1990" are available from The Urban Institute. The Demand and Supply of Child Care in 1990: Joint Findings from the NCCS:90 and PCS is available from the National Association for the Education of Young Children. The data are available from Sociometric Corporation, Los Altos, CA.

Information on the project is available from

Dr. Sandra Hofferth
The Urban Institute
2100 M Street, N.W.
Washington, D.C. 20037
202/857-8617

The National Education Longitudinal Study of 1988

TITLE

The National Education Longitudinal Study (NELS:88): 1988 base year, 1990 and 1992 followup studies

PURPOSE

NELS:88 represents a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave middle/junior high school and progress through high school and into college or their careers. Data from this study can be used to examine educational issues such as tracking, cognitive growth, and dropping out of school.

SPONSORSHIP

This study was sponsored by the National Center for Education Statistics. The National Science Foundation co-funded teacher components and math and science supplements to the student, parent, and school questionnaires. The National Endowment for the Humanities sponsored questions about the humanities and history in the student, parent, teacher, and school questionnaires. Within the Department of Education, the Office of Planning, Budget, and Evaluation sponsored questions about gifted and talented programs, and the Office of Bilingual Education and Minority Language Affairs funded an oversampling of Asian and Hispanic students.

DESIGN

NELS:88 is a longitudinal study of a national probability sample of 8th graders. The base year student population excluded students with severe mental handicaps, students whose command of the English language was insufficient to understand survey materials, and students with physical or emotional problems that would limit their participation. A subsample of these excluded students were added back into the study during the first followup.

The sample was drawn as a two-stage stratified probability design in order to select a nationally representative sample of schools and students. With the inclusion of supplementary components, analyses of geographic and demographically distinct subgroups could be supported. The base year component was of 8th graders with followups done every 2 years.

In the two-stage design, the first stage resulted in 1,734 school selections with 1,057 participating schools. This included 815 public and 237 private schools. The second stage produced a random selection of 26,435 students among sampled schools, resulting in participation by 24,599 8th grade students (93 percent response rate). On average, each of the participating schools was represented by 24 (regular) student participants.

For the first (1990) followup, all students were surveyed in schools containing 10 or more eligible NELS:88 respondents. Because 95 percent of students changed schools between 8th and 10th grade, it was necessary to subsample schools with fewer than 10 NELS students. Weights were developed to adjust for this differential sampling probability. The 1990 sample size was approximately 20,000 students, and the 1992 sample size was about the same. The student

constitutes the basic unit of analysis in the NELS:88 study and in the sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set.

The questionnaire design allowed for links to previous and current longitudinal studies (HS&B, NLS-72, and NAEP). This permits certain issues to be monitored over time to examine reliability and changes in trends.

PERIODICITY

The base year measurement was in 1988 with plans to continue the collections every 2 years. The base year included questionnaires from students, school administrators, parents, and teachers. The first followup, conducted in 1990, collected information from students, dropouts, teachers, and school administrators. The second followup, conducted in 1992, collected information from students, dropouts, math and science teachers, parents, school administrators and transcripts.

CONTENT

The major features of NELS include the integration of student, parent, teacher, and school components; the initial concentration of 8th grade student cohorts with followups at 2-year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Items in NELS:88 can be used to assess knowledge of U.S. history, civics, government, involvement with the community, and parent/child communication of the sampled student population.

The student questionnaire also contained items on family background and characteristics, relationship with parents, unsupervised time at home, language use, opinions about self, attitudes, values, educational and career plans, school life, school work, and extracurricular activities. The student achievement test included a section on history and citizenship knowledge.

The parent questionnaire contained items on marital status, household composition, employment status, ethnicity, religion, child's school experiences and attendance, child's family life, child's disabilities, educational experiences for the child, financial information, and educational expenditure.

LIMITATIONS

The base year survey is limited to a specific cohort of youth, those in the 8th grade in the spring of 1988. The sample excludes several potentially interesting subgroups of students: those with severe mental handicaps, insufficient command of the English language, limiting physical or emotional conditions, and students who had dropped out of school or were chronically absent as of the 8th grade.

While the completion rate was over 90 percent for all four questionnaires, not all sources of data were available for every student. Parents were not sampled in the first followup of 1990, so detailed family and parent information is not available for this round.

AVAILABILITY

Data tapes for the base year and first followup (combined) are available from NCES. Copies of the data collection instruments; a description of the data collection, preparation, and processing procedures; and a guide to the data files and codebook, are contained in Data File Users' Manuals. All three waves have been merged on a single CD-ROM, facilitating longitudinal analyses. Contact:

Peggy Quinn
NCES
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 310C
Washington, D.C. 20208
202/219-1743

The 1991 National Household Education Survey (NHES:91)

TITLE

National Household Education Survey (NHES:91)

PURPOSE

The NHES was designed to monitor specific educational issues over time and to provide information on education-related issues that are best addressed through contacts with households rather than with schools or other educational institutions.

SPONSORSHIP

The NHES is sponsored by the National Center for Education Statistics of the U.S. Department of Education. The survey is conducted by Westat, Inc.

DESIGN

The NHES is an ongoing telephone survey of the noninstitutionalized civilian population of the U.S. The data are weighted to permit estimates that apply to the entire population, including persons living in households without a telephone. Households are selected using random digit dialing (RDD) methods. Data are collected using computer assisted telephone interviewing (CATI) procedures. These procedures permit more complex interviews to be conducted and enable survey results to be made available shortly after completion of fieldwork.

Between 60,00 and 75,000 households are screened for the survey. Based on information gathered in the screening interview, one or more household members may be selected to complete extended interviews on specific topics that vary from year to year. Extended interviews typically run 15-20 minutes. Within several weeks of the original survey, partial reinterviews are conducted with a subsample of respondents to gather information on overall data quality and the stability of specific responses.

PERIODICITY

The NHES was first implemented in the spring of 1991. In 1991, the survey covered participation in early childhood education by children aged 3 to 8, and adult education of persons 16 and older. In 1993, the early childhood component focused on the school readiness of children from age 3 to age 8, while the School Safety and Discipline component focused on families with children in the third through twelfth grades. Beginning in 1995, the NHES will be conducted annually with a rotating topical focus. The NHES:95 was similar to the 1991 survey, covering participation in early childhood programs and adult education. In 1996, the early childhood component explored parent involvement, and measures of citizenship and civic participation were gathered in a second component.

The 1991 National Household Education Survey (NHES:91)

CONTENT

The NHES was designed to provide a current cross-section of the population rather than an in-depth research database. In the 1991 Early Childhood Education component, parents were asked about their child's school enrollment, educational activities inside the home, activities outside the home, center-based care, and disabling conditions that can affect learning.

LIMITATIONS

NHES:91 did not include information on children older than age 8 nor did not cover any children in 4th through 12th grades. The survey did have any items on school safety and discipline issues.

AVAILABILITY

Public use files for each year's NHES are available within a year of data collection from:

Data Systems Branch
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5725
202/219-1847

For substantive questions, contact:

Kathryn A. Chandler, NHES Project Officer
National Center for Education Statistics
555 New Jersey Avenue, NW, Room 417C
Washington, DC 20208-5651
202/219-1767

National Longitudinal Survey of Labor Market Experience, Youth Survey

TITLE

National Longitudinal Survey of Labor Market Experience, Youth Survey (NLSY:88)

PURPOSE

The NLSY began in 1979. Its data focus on the labor market experience of youth, but include fertility issues, educational progress, marriage and divorce, family structure, and care arrangements for children of the "youth" cohort.

SPONSORSHIP

The Department of Labor initiated the NLS and has provided much of the funding over the years. However, other agencies, including the National Institute of Child Health and Human Development (NICHD), the National Institute on Drug Abuse (NIDA), the National Institute on Alcohol Abuse and Alcoholism (NIAAA), and the Department of Defense (DOD), have sponsored portions of the survey. Data are collected by the National Opinion Research Center (NORC), Chicago, Illinois.

DESIGN

The youth sample is composed of a nationally representative probability sample of about 11,400 young men and women aged 14-21 as of January 1, 1979, augmented by a sample of 1,300 young persons serving in the Armed Forces. Blacks, Hispanics, and disadvantaged whites were all oversampled to facilitate analysis of youth in these population groups. Individuals were considered to be in the population if they resided within the 50 states and were not institutionalized, or if they were on active military duty outside the United States. Nonmilitary respondents were selected using a multistage, stratified area probability sample of dwelling units and group quarter units. Military respondents were sampled from rosters provided by the Department of Defense.

A screening interview was administered at approximately 75,000 dwellings and group quarters in 202 primary sampling units. A total of 12,686 persons were a part of the first administration of the NLSY. As of the completion of the eighth (1986) interview wave, 92 percent or 10,472 of the original 11,406 members of the civilian population were still being interviewed. In 1991, 9,018 persons were interviewed, or approximately 90 percent of the original sampling. After 1991, the disadvantaged white oversampling was dropped. After the 1984 round, most of the military sampling was terminated (201 cases were retained).

The child care questions are asked only of young women who are mothers. In the eighth (1986) interview wave, these women were 21 to 28 years old. A total of 1,550 were asked about child care. In 1991, these same mothers were tracked for child care questions. These women were then 26 to 34 years old. In 1986, 1988, and 1990, those children aged 10 and older of the tracked mothers were interviewed. For those children under 10, questions were asked about home activities, and cognitive and socioemotional development were assessed.

National Longitudinal Survey of Labor Market Experience, Youth Survey

PERIODICITY

Interviews have been conducted annually since 1979. Interviews are currently planned to continue at least through 1996. All interviews except those in the 1987 survey (which was administered by telephone) have been face-to-face personal interviews. Child care questions were asked each year from 1982 through 1986, and were repeated in 1988 and 1992. The 1994 survey will also have child care questions. The 1993 field period ended in October.

CONTENT

The National Longitudinal Surveys were designed primarily to analyze sources of variation in the labor market behavior and experience of Americans. Consequently, the content of the surveys is weighted toward labor force training and experience. However, a great deal of information is also collected regarding formal education, marriage and fertility events, income and assets, family background, attitudes, aspirations, and expectations.

The 1986 child care questions include type and place of arrangement, hours per week child is in arrangement, child/caregiver ratio, number of children in the group, caregiver training in child development, and cost to the family for child care. Questions are asked about the eight youngest children in the family. The 1990 Child Supplement of the NLSY collected information on participation in early childhood programs such as Head Start, day care, and preschool; home activities; and socioemotional development.

LIMITATIONS

The sample size of young mothers is relatively small (1,550). Estimates of population characteristics from this sample, especially when it is subdivided further by such factors as race/ethnicity, are problematic.

The age group of mothers in the sample is limited to a 7-year range. In 1988, the women were aged 23 to 31. This implies that many of the women had not yet begun to have children or had not completed their families, and that the children under discussion were, by and large, very young. The sample is more limited in terms of family income than the total population, which may also be expected to influence choice of child care arrangement. Thus, data on children cannot be generalized to the total U.S. population.

National Longitudinal Survey
of Labor Market Experience, Youth Survey

AVAILABILITY

Public use tapes, tape documentation, CD-ROM, and a list of publications based on the 1979-1991 are available from

Steve McClaskie
Center for Human Resource Research
650 Ackerman Road, Suite A
Columbus, OH 43202
(614) 442-7366

Tapes containing child care information have been released through 1989 data; a CD-ROM containing child care information has been released for the 1990 collection.

Contact Frank Mott (614) 442-7378 or Paula Baker (614) 442-7375 with questions regarding data on fertility and maternal and child health.

Contact Pat Rhoton (614) 442-7344 with questions concerning the older cohorts.

Contact Steve McClaskie (614) 442-7366 with questions concerning the youth.

Prospects, 1990

TITLE

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity.

PURPOSE

The purpose of this study is to examine the effects of significant participation in Chapter 1 on educationally disadvantaged students' academic achievement and other critical behavioral outcomes. Success will be measured in terms of basic and higher order skills and avoidance of behavioral problems such as delinquency, truancy, and dropping out.

SPONSORSHIP

The survey was sponsored by the U.S. Department of Education's Office of Planning, Budget, and Evaluation. It was conducted by Abt Associates and its subcontractors, Westat, the Educational Testing Service, and the Johns Hopkins University.

DESIGN

The study was designed as a 6-year longitudinal survey using a nationally representative stratified random sample of schools and students to allow analysis of the effects of significant exposure to Chapter 1 services and participation in Chapter 1 programs. The sample design included three stages of selection: school districts, school buildings within sampled districts, and students within designated grades of selected schools.

Stratification was used to improve sample efficiency at each stage. In the first stage of sampling, districts were drawn from across all major strata, including four prescribed census regions and three levels of urbanization. The design included an oversample of disadvantaged students (i.e., those eligible for free or reduced-price school lunches) and limited-English-proficient (LEP) students. The design yielded approximately 320 schools in 150 districts and included samples of approximately 12,000 1st grade students, 12,000 3rd grade students, and 7,000 7th grade students. The Interim Report does not provide detailed response rate data. Missing data rows in tables which include unit and item nonresponse are generally from 15 to 25 percent.

PERIODICITY

The baseline survey was conducted in the spring of 1991, with annual followup surveys to be conducted each spring for 5 years.

CONTENT

Administrators and teachers were surveyed about classroom methods and program operations. Information on student behavior and academic performance was obtained through school records. Data was also obtained regarding nonpublic school students who received Chapter 1 services at sampled public school sites. The student questionnaire included first years of

school, current school work, grades and school participation, activities outside of school, family background, family involvement in student education, options about school and self, and future plans. In addition, baseline cognitive tests were given to students. The parent questionnaire included demographic information about the child and the family, the child at home and at school, parental contact with the school, and the child's future.

LIMITATIONS

The base year of this survey only includes information about students in the 1st, 3rd, and 7th grade.

AVAILABILITY

For more information, contact

Dr. Elois Scott, Project Officer
Office of the Assistant Secretary for Policy and Planning, Room 327
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
202/401-1958

1990 Advance Report of Final Natality Statistics (Vital Statistics:90)

TITLE

1990 Advance Report of Final Natality Statistics (Vital Statistics:90)

PURPOSE

The purpose of the natality reporting system is to collect and tabulate at the federal, state, and sub-state levels data on births from the 50 states and the District of Columbia. Demographic and health information from birth certificates can be analyzed by researchers and policymakers interested in assessing the health of infants and pinpointing health problems, making population projections and estimates, following trends in non-marital and teenage childbearing, and measuring progress made by national health programs. In addition, the birth certificate provides legal proof of birth.

SPONSORSHIP

The National Center for Health Statistics, Division of Vital Statistics, collects and publishes natality data.

DESIGN

A certificate of live birth is completed by the attending physician or other health personnel for each birth. Birth certificates are sent by local registrars to the state registrar. States report the data to the Division of Vital Statistics on state coded data tapes.

PERIODICITY

Data collection is continuous. Monthly and annual reports of provisional data and annual and special subject reports based on final data are issued. All states have been included in the birth registration area since 1933.

CONTENT

Certificates of live births were the primary source of data that was collected. The recently revised birth certificate includes information on the child's race, ethnicity, and birth weight.

LIMITATIONS

Not all states obtain all information and the range of data is limited.

1990 Advance Report of Final Natality Statistics (Vital Statistics:90)

AVAILABILITY

Data tapes may be purchased from:

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161
703/487-4650

For substantive questions, contact:

Stephanie Ventura, Selma Taffel, or Bob Heuser
Natality Branch/ Division of Vital Statistics
National Center for Health Statistics
6525 Belcrest Road, Room 840
Hyattsville, MD 20782
301/436-8954

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler

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